ENGLISH TEXTBOOK

Gulf Language School

Coursebook Level 4

Reading, Listening, Writing & Speaking

Intensive English Program
IENG/GENG 0004
Upper Intermediate English
Coursebook

Gulf Language School
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Dear Student,

Welcome to North American University's Gulf Language School (GLS)! We are excited that you have chosen GLS to help you to achieve your goals in English language acquisition. You are joining a program that has welcomed students from around the globe. Our school is accredited by The Commission on English Language Program Accreditation (CEA). All of our Instructors hold a Master's and/or Doctorate degrees, and they are eager to share their extensive years of English teaching experience with you.

Coursebook, Level Three has been carefully designed to assist you in the specific skill set that you will need to be successful on the mid-term and final exams. We focus our classes on furthering your English proficiency in listening, reading, writing, and speaking and use the most current and best textbooks available.

As a North American University student, you will have access to the University's academic, administrative, and student support services. We stand ready to help you succeed and we are confident that you will enjoy your language skills journey with us. Feel free to speak with you instructor about any concerns or questions that you may have.

Marc X. Chibou Passeneau

Marc Xavier Chibou-Passeneau, MA
Director, Gulf Language School

Gulf Language School Intensive English Program
North American University

IENG/GENG 0004 Syllabus

Course number and section: _____

In-person class only (no online option); days/times of class: _____

Instructor's name: _____

Instructor's email*: _____

Instructor's phone*: _____

Instructor's office and office hours (if any): _____

* Allow up to 48 business hours for a response.

Gulf Language School Mission
The mission of the Gulf Language School's Intensive English Program is to provide quality English language instruction for students whose native language is not English. The program is dedicated to assist students in attaining the English proficiency level needed to transition successfully into academic programs and to achieve their professional or employment goals.

Course Description
IENG/GENG 0004 Upper Intermediate English Level 4.00
This course introduces and improves listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as instructor-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 4-6 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, in order to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACT Compass®/ ACCPULACER® or IENG/GENG 0003.

Goal
The goal of this course is to increase students' ability to create a writing portfolio and to prepare and deliver formal presentations that demonstrate readiness for university credit courses. Another goal of this course is to help learners acquire advanced academic listening and speaking skills, expand academic vocabulary, increase grammar knowledge and use, and improve fluency through a variety of activities including pair work, presentations and interviews, and practice effective note taking.

Purpose
The purpose of IENG/GENG 0004 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful at the undergraduate level at NAU. The course builds on the foundations set by IEP reading and writing practices established in IENG/GENG 0003.

Course Objectives
1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.
2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts.
3. Students will practice synthesizing information, orally and in writing, from a variety of written and spoken texts.
4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations.
5. Students will practice attributing information orally and in writing from written and spoken texts according to APA, and/or accepted oral academic conventions
6. Students will practice composing and delivering sentences and statements that are free of serious grammatical and mechanical errors.

Student learning outcomes

At the end of this course, a successful student will be able to:

1. Summarize and paraphrase written and spoken multi-paragraph articles accurately using note-taking strategies to identify the authors or speaker's main idea, and key supporting points.
2. Add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts.
3. Synthesize both orally and in writing information obtained from spoken or written texts, interviews, and/or other media.
4. Recommend a course of action related to the ideas contained in written and/or spoken texts.
5. Cite and document information and sources according to APA and/or accepted academic conventions.
6. Produce academic essays of 2-3 paragraphs and/or deliver formal presentations of 3-4 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.

Required *Online Texts*:

10 Steps to Building Better Reading Skills, 6/e (Langan)
Building Vocabulary Skills, 5/e (Nist)

Required Equipment:

Paper, pen/pencil, coursebook (this book), required textbooks.

To complete your online HW, you will need:

Access to reliable Internet, a working computer with working camera, audio, and microphone. *A smartphone may not be sufficient to complete homework assignments or typing essays or other work as required.* **If you do not own a computer, you have access to multiple computer labs on-campus. These are located on floors 7, 8, and 9.** Your instructor is not required to make accommodations if you do not have these required items.

Course/Classroom Rules & Policies:

1. Punctuality: Classes begin on time. You must be logged on with your camera, audio, and mic on when class is scheduled to begin. If you find the online class locked or the classroom door locked, do not ask for entrance.
2. Communication: The official means of communication at the Gulf Language School's Intensive English Program at North American University is email. You should read your emails every day so that you do not miss important messages. You should also clean your email account weekly. This includes emptying the deleted items.
3. Language: The official language of instruction at GLS is English. Continually improving your English language skills is important for your success at GLS and with future employers. You must use English and not another language in the classrooms at all times and anytime you speak with your instructor.
4. Absences: You are absent each time
    a. You do not come to class.
    b. You arrive after the door or attendance system/class closes.
    c. You attempt to attend class without all required materials and/or **completed** homework.
    d. You leave class without permission.
    e. You use your phone/electronic device in class without permission.
    f. You sleep in class.
    g. You engage in other activities other than actively participating in class.

Student Work:

1. You will receive a zero for any missed quiz, test, or exam (refer to Student Handbook for Attendance Policy).
2. You are responsible for all homework and assignments missed AND for making sure that you are caught up and ready to participate in class your they return.
3. You will receive a zero for any assignment not submitted by the deadline, including homework and other graded course work.

Unexpected University Closings: You will be expected to submit any assignments and/ or be prepared to take exams, quizzes etc. the next day your class meets following unscheduled cancellations

Academic Integrity:

1. Cheating will not be tolerated.
2. Plagiarism will not be tolerated. (Plagiarism is grounds for dismissal from the University. Students are referred to the Student Handbook and the Catalog for details regarding Academic Honesty.)

Classroom Behavior: The instructor reserves the right to manage a positive learning environment and thus will not tolerate any kind of inappropriate conduct during the course. Rules of classroom behavior include but are not limited to the following:

1. You must put your phone on silent and out of sight during class.
2. You may use classroom computers for class activities only.
3. You may not eat, drink, or smoke in the classroom.
4. You may not be disruptive or disrespectful.

Student Complaint: Gulf Language School is committed to treating all students fairly and respectfully. One of the methods GLS employs to achieve this outcome is the use of a student complaint system. Along with all GLS policies that apply to students, the student complaint policy is published in the GLS Student Handbook, which is available online at https://www.gls.edu/documents/students/gls-student-handbook.pdf. A formal complaint is a request for the resolution of a problem, conflict, concern or issue that negatively impacts a student(s). Student formal complaints may include (but are not limited to) issues regarding classroom instruction, policies, procedures, services and offices. Formal complaints must be filed using GLS's formal complaint form.

A variety of channels exist at Gulf Language School to resolve problems that a student may encounter. Formal complaints that involve discrimination and sexual/sexual harassment are addressed under Title IX and are handled separately from the processes described below.

Formal complaints involving grades where the final course grade is disputed and/or the student believes that the final grade is not indicative of his/her academic performance are addressed by the grade appeal process.

In an instance of perceived violation of a policy, a student may file a complaint. This policy provides two avenues for pursuing a complaint:

1. an Informal Resolution Procedure and
2. a Formal Resolution Procedure. Students may utilize either or both procedures.

Attendance:

Attending classes is a crucial element for student success in university courses. Consequently, you are advised to attend each class session on time at the beginning of each class. It is the sole responsibility of the student to be present for each class. GLS complies with directives from the U.S. Department of Homeland Security and is accredited by the Commission on Intensive English Program Accreditation (CEA). **We are required to document student attendance and report students to the Department of Immigration, which falls under the U.S. Department of Homeland Security. NAU/GLS has a legal obligation to report any student who does not attend or participate in class.** Class attendance is recorded in MyPortal.

Your NA.EDU email and MyPortal

Every student is given a university email address after they have registered and paid for their course. **This email information is sent to the student's private email or the email address the student used to sign up for classes.**

1. If the student uses multiple email addresses or a friend's email address, the student **should** look in **ALL** of the possible email accounts and in every email folder, including SPAM.
2. The student will receive an email from **NAU IT** with the subject line "Account information."
3. The student must follow the directions in this email *exactly.* Do NOT delete this email.

It is NOT the instructor's responsibility to assist the student with their email. Students should contact NAU IT on the 8th floor or call (832) 230-5090. A student may also ask a friend to help them follow these instructions. However, it is the student's responsibility to keep log-in information, such as username and passwords, confidential.

A student's MyPortal account which may be accessed following these steps:

1. Log NAU's Office 365 portal (www.office.com) using the student's na.edu email address and password.
2. Click on the three rows of three dots in the upper-right hand corner to see applications.
3. Click on **app apps.** 4. Scroll all the way down to click on **MyPortal.** 5. Choose your course. 6. Click on "Attendance" on the left.

How Attendance is Recorded

Session	**# Hours Attended as Recorded by Teams**	**# Hours Recorded Per Class**	**Entry Recorded**
Morning Session 9 AM – 1 PM	4 hours	4 hours	Present
Afternoon Session 1 PM -5 PM	4 hours	4 hours	Present
Required Assigned Work	2 hours	2 hours	Present
Attendance Definitions			
Student arrives late or leaves early.			Tardy
Student submits valid documentation about missing class.			Absent-Excused
Student not present or does not submit valid documentation about missing class.			Absent-Unexcused

The instructor reports student unexcused absence at the following points:

% of unexcused absence	**IENG classes Number of unexcused hours**	**GENG classes Number of unexcused hours**	**Action Taken: Email Sent by Instructor**
5%	4	8	Warning #1 sent to student
10%	8	16	Warning #2 sent to student
15%	16	32	Warning #3 sent to student, GLS Director, and International Student Office Director
20%	20	40	Termination criteria notice sent to student, GLS Director, and International Student Office Director

Your role if you miss class:

If you miss a class, you are responsible for getting the homework for the following class. To do so, call a classmate. Write down the names and phone numbers of two people in the room. (For now, use the people sitting on either side of you; you can always change these names later.)

Classmate # 1: *Name* _____ *Email/Phone* _____
Classmate # 1: *Name* _____ *Email/Phone* _____

Grading System

A	90-100	Excellent = Pass
B	80-89	Very Good = Pass
C	70-79	Satisfactory = Pass
F	**69 and below**	**Failure**

Grade Distribution/Breakdown	
Quizzes	10%
Reading mid-term	7.5%
Reading final	7.5%
Listening mid-term	7.5%
Listening final	7.5%
Reaction essay—writing mid-term	10%
In-class essay—writing final	10%
Portfolio—(see below for a description)	20%
Presentation—mid-term	5%
Extemporaneous Presentation--final	5%
Lab (Homework)	10%
Total	**100%**

Final grade is Pass (P) (<70) or Failure (F) (>70%).

Level Progression

Progression from IENG/GENG 0003 to IENG/GENG 0004 is determined at the end of each term. Students are assessed throughout the term and promotion is confirmed using the following criteria:

The student must have a minimum overall average grade of 70% for course work.

AND for IENG students only, must meet the minimum requirement for the next level on the Exit Exam.

A student who does not have an overall average of 70% for course work will be required to repeat the level.

Portfolio

At the end of the term, the student will submit a collection of two pieces of writing to be graded by the instructor. The two pieces of writing will include the final drafts of one essay that the student has created, revised, and polished over the term (along with the graded Progress Drafts of each essay) and the In-class Essay. Portfolios will be assigned a grade of either A, B, C, D or F. In order to be considered for evaluation, the student's portfolio must contain the two pieces of writing indicated above. Any portfolio with fewer than the two finished pieces will not be evaluated.

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INTRODUCTION

Gulf Language School exams assess a student's skills in the following four areas: Listening, reading, writing, and speaking. These skills are described and explained in this coursebook. Exam grading is very strict. This coursebook contains the exam grading sheets the instructor will use. Instructors will demonstrate how to complete each exam to meet the grading requirements. Students are required to practice reading, listening, writing, and speaking during class and at home. Below are describe some ways students will practice will practice in class and can practice at home.

In-class practices

1. The instructor will introduce the idea or skill.
2. The class will discuss an example of idea or skill.
3. Students will have guided practice of idea or skill (guided practice = instructor assists).
4. Students will have independent practice (students complete individually).

At-home practice includes

- watch movies and TV shows without non-English subtitles
- listen to podcasts and the radio
- watch cartoons and news
- play online games
- speak English as often as possible, even with friends who speak your native language
- join a club at the university
- create a club at the university
- go to conversation class when it is available
- read everything about a topic that interests you
- think in English

Student's Responsibility

Like any university class, there is not enough time in any GLS class for students to perfect ideas or skills during lessons. Therefore, students must practice outside of class to master concepts and skills.

It is every student's responsibility to master the necessary ideas and skills to pass to the next level.

If a student struggles with learning a skill or concept at home, the student should request help from the instructor as soon as possible. If a student does not take personal responsibility for mastering each level's skills, the student may not pass to the next level. In class, learning the skills for listening and reading may *seem* easy at first, but do not be fooled. Each skill is broken down into simple steps so you can learn easier. After we study the steps in class, the content becomes more challenging to reflect American academic material.

After students have practiced the new skills a few times, instructors begin to use on-level texts. Students apply the new skills to on-level texts. However, students who did not try to improve before become frustrated. They realize their mistake, and now they are behind the other students. On-level texts are written for students at your level. All course book materials, textbooks, and exams are written at this same level. Texts for your level are carefully chosen by the GLS director and instructors. **On-level texts should be challenging.**

MIDTERM EXAMS _____

(date)

Level 4 students will take four mid-term exams: Reading, listening, writing (compare/contrast essay) and speaking (presentation). Students often like to know what the exams are like. The diagrams below reflect the different parts for each exam. Full explanations and demonstrations for each part of each exam is found in this coursebook.

Reading & Listening	Writing	Speaking
The reading and listening mid-term exams have the **same three** parts	The reaction essay has **three paragraphs.**	The presentation has **three parts.**
Part 1: Note-taking -- Outline	Introduction	Introduction
Part 2: Two formal questions about the main idea	Compare/contrast paragraph	Personal story
Part 3: Five comprehension questions	Personal story and conclusion	Conclusion

Skills Required to Pass Mid-term Exams

All skills are explained and demonstrated in each level's coursebook. There may be additional skills not listed below, but all skills required are explained and demonstrated in the coursebook. Your instructor will also explain and demonstrate them in class. It is **very important** that students follow **ALL** instructions to demonstrate mastery of the skills

Identify and use the following:

- topic
- stated main idea
- transitions and signal words/phrases
- key words/phrases
- primary supporting points
- secondary supporting points
- background
- types of conclusions
- statement of relevance
- elements of a personal narrative
- elements of an article/lecture
- compare and contrast articles
- implied main idea

Create

- an outline of an article/lecture following a specific pattern

Write and present

- the level's assigned essays using the specific pattern in the coursebook
- the level's assigned presentation using the specific pattern in the coursebook
- a statement of relevance

Paraphrase

- an article's/lecture's main idea and supporting points

Topic and Main Idea

Topic

The purpose of any academic text, which also includes writing and speaking, is to share one academic professional's ideas with other academic professionals. Most academic texts follow a similar organizational pattern, which makes it easier to understand their topics, main ideas, and other significant ideas. The organization pattern presents ideas in the order of their importance. Let's talk about the types of ideas an academic text has.

Each article, lecture, essay, and presentation has **one** topic, which is like the subject. **But the topic is NOT the same as the title.** Many students believe the title must mention the topic, but this is not true. A writer or speaker can name their article or lecture *anything* they want. For example, a lecture on community gardens could be titled "Three Tips for Better Sleep." Granted, this title would be misleading, but it is not a requirement for a title to contain the topic. **The topic is not the same as the title.**

Since the topic does not have to appear in the title, it may not always obvious because it does not have to appear in the title. You will have to read the entire article or listen to the entire lecture before you find the topic. The topic is word or phrase is repeated throughout the entire article or lecture.

You should also look or listen for synonyms of the topic, too. A writer or speaker may use synonyms so they do not repeat the same word or phrase over and over again. For example, if a writer's topic is the exercising at night, the writer might also use the synonyms "working out after 6:00 pm" and "strengthening muscle activities in the evening" in an article rather than repeating "exercising at night" over and over.

Additional information and practice on topics can be found in your online textbook, *Ten Steps to Building College Reading Skills* on pages 122-127. Some of these reading exercises are one-paragraph articles. This allows you to focus on finding the topic without trying to understand a long text. Later, reading practices in *Ten Steps to Building College Reading Skills* provide longer reading passages. In addition, your coursebook and instructor will provide longer articles and lectures, too.

REMEMBER

The topic is

- not a complete sentence.
  - usually 1-5 words
- not the title of an article or lecture
- repeated throughout the *entire* article and lecture

! There is only <u>one</u> topic per article or lecture.

Main idea

The **main idea** states what writer or speaker wants to say about a topic. It is a complete sentence. In a short, one-paragraph article or lecture, the main idea can appear anywhere. However, in a multi-paragraph article or lecture, the main idea is found in the introduction. An article or lecture has only one main idea, though it can be repeated more than once. In fact, it is often summarized in the conclusion, too..

Let's look at an example. Let's say a writer wants to tell readers about apps on smartphones, but there are so many interesting things about apps on smartphones! It is a very broad topic!

So the writer uses a **controlling idea (or focus)** to narrow the topic.

Topic	Controlling idea/focus
apps on smartphones	• a list of the five most popular apps • three ways apps have changed in the last 2 years • reasons parents are worried about apps on their kids' phones

Please write two of your own ideas in the chart below. Remember what the topic and controlling idea/focus are about.

Topic	Controlling idea/focus
apps on smartphones	• a list of the five most popular apps • three ways apps have changed in the last 2 years • reasons laws governing apps on smartphones change • _____ • _____

For now, let's say the writer chooses to write about the ways apps have changed in the last two years. The writer's main idea sentence might look like this:

There are a variety of ways apps on smartphones have changed in the last two years.

This main idea sentence includes both the topic and controlling idea. One way to help you remember that a main idea needs these two elements is to think of main ideas (MI) like this:

MI = topic + controlling idea or MI = controlling idea + topic

Can you identify the topic and controlling idea in main idea below?

There are a variety of ways apps on smartphones have changed in the last two years.

The same topic and controlling idea can be written in different ways. In other words, there is more than one way to write the same main idea. We can rearrange the words into a different order or we can even use synonyms. **Can you identify the topic and controlling idea in each of these?**

a. In the last two years, apps on smartphones have changed in a variety of ways.
b. Programs on personal digital pocket-sized communication devices programs have not remained the same in multiple aspects since 2021.

Example b shows us that it's possible to write the same main idea using different words and phrases. Let's examine this a little more. Look at **examples a and b.** In **example a,** the writer uses "apps." **What synonym is used in example b for "apps"?**

In **example a**, the phrase "have changed" appears. **What <u>phrase</u> in example b has a similar meaning?** (HINT: The writer uses an antonym for "change," then adds the word "not" before it to keep the original meaning. This is not a common way to express an idea, but it can be useful.)

Lastly, **what <u>phrase</u> does the writer use instead of "smartphones" in example b?** When a synonym does not exist for a word, a writer may describe the object. This is a **very useful way** to restate any idea using your own words. (We will talk more about this later.)

Let's return to main ideas.

An article or lecture has only one main idea. In Level 4, most of the main ideas include phrases that imply lists:

- a variety of
- several reasons/causes for
- two possible explanations

Your online textbook, *Ten Steps to Building College Reading Skills,* has additional examples of list words on page 128. In addition, chapter 3 of the same reading book discusses main ideas further.

Answer these questions topics and main ideas to improve your understanding. You will identify topics and main ideas in Levels 4-6.

Questions about Topics and Main Ideas

1. How many main ideas can an article or lecture have?
2. Which part of the main idea tells you the subject of an article/lecture?
3. What is the purpose of a controlling idea?
4. In a single-paragraph article/lecture, where will the main idea appear?
5. In a multi-paragraph article/lecture, where will the main idea appear?
6. How can you identify the topic in an article/lecture?

Primary Supporting Points

Ideas that clearly support the main idea, are **primary supporting points (PSPs)**. These are the details that directly explain, describe, or give information about the main idea. Without PSPs, a main idea would just be a sentence. In other words, in order for a sentence to be a main idea, it **must** have details that explain, describe, or give additional information about it. A sentence cannot be a main idea unless it has at least one PSP.

An article can have as many PSPs as the writer or speaker feels is necessary to support the main idea. We may not know how many PSPs an article has until we have read the entire article, just like the topic. We may not be able to identify the topic until we have read the entire article, just like we must read the entire article to learn how many PSPs there are. The primary supporting points make up the body of a multi-paragraph article or lecture.

Since PSPs support the main idea, they are also related to the topic.

. In short, there is no official writing rule that determines how many PSPs an article or lecture needs (or essay or presentation). An article or lecture may have any number of PSPs. On your reading and listening exams, you must find ALL of the PSPs. This will prove you have the skills to identify PSPs. Later, we will talk about ways to identify PSPs.

Answer these questions about PSP to improve your understanding. You will identify PSPs in Levels 4-6.

Questions about PSPs

1. How are PSPs different from topics?
2. Why does a main idea need a PSP?
3. How many PSPs does a main idea need?
4. Does a topic need any PSPs?
5. Where are PSPs located in an article/lecture?
6. Why can one article have two PSPs but another article have five?

But what do we do with all of this information from an article or lecture? What do we do with the topic, main idea, and the PSPs? We organize them into a certain type of notes. Below is an example of an **outline**. This outline has additional types of information that we have not discussed yet.

Part 1 of every reading and listening exam is note-taking. For L4's reading and listening mid-terms, you will create an outline similar to the one below.

! An article or lecture can have any number of PSPs.

BG:

T:

MI:

PSP1:
SSP:
SSP:

PSP2:
SSP:
SSP:

PSP3:
SSP:
SSP:

PSP4:
SSP:
SSP:

Con:

Part 1: Note-taking—Outline

When we organize ideas from an article or lecture, we show which ideas are most important and how ideas support others. An outline uses labels, order, and indentation to show which ideas are the most important and which are supporting ideas. The outline diagram below is missing a few pieces, but we will talk about those later.

In the example below, the topic, main idea, and PSP1 are completed. Notice that PSP1 uses a shortened form of the word “computers.” **When we make outlines, we can shorten words or even use symbols.** Doing this saves us time, but we will talk more about that later. Right now, let’s complete the outline so we can see what it looks like. **Please write two of your ideas on the lines below, but you do not need to write your ideas in complete sentences or even complete words!**

T: Apps on smartphones
MI: There are several reasons why parents are worried about the apps on their kids’ phones.

PSP1: 😟 influenc

PSP2: _____

PSP3: _____

If we had more than three ways reasons are worried about the apps on their kids’ phones, we would add more PSP lines. Each PSP has its own line and falls under the main idea. Also, each PSP is indented to the right to show they support the main idea.

! We always identify ALL of the PSPs on our maps.

In the future, you will make outlines from articles and lecture. The information you use in these outlines will come directly from the articles and lectures. Unlike the example on the previous page, we will **NOT** create our own PSPs for the outlines..

In other words, after you read an article or listen to a lecture in Level 4, you will use the **exact** information to complete an outline. We will practice making outlines from articles and lectures later.

Answer these questions about outlines to improve your understanding. You will use maps in Levels 4, 5, and 6.

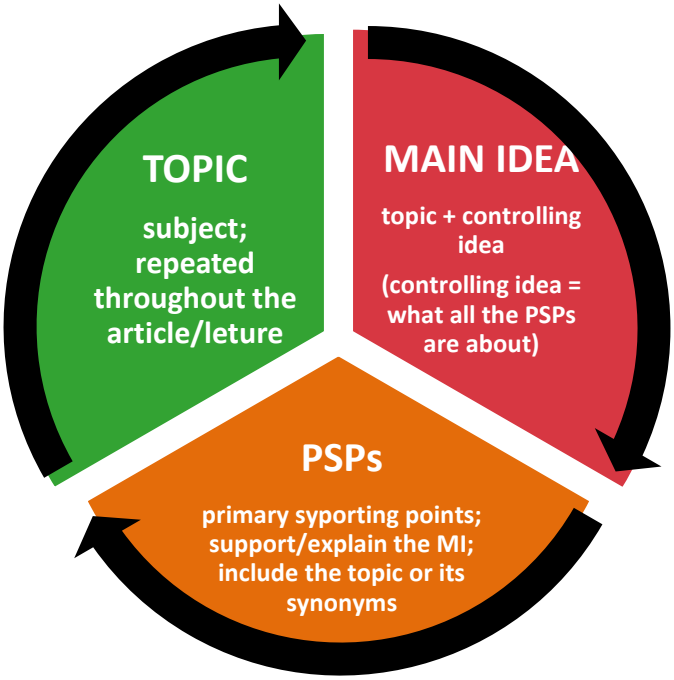
Questions about Outlines

- Why are the topic and main idea not on the same line?
- Why is the topic NOT a complete sentence?
- Why is the main idea a complete sentence?
- Where is the first PSP located on the map?
- How are the other PSPs placed on the outline?
- Why are the PSPs on their own lines?
- What are two ways the outline shows that PSPs support the main idea?
- Do you need to write each PSP in a complete sentence? Why/why not?

Sometimes it is hard to know if you have identified the correct topic, main idea, or PSPs. You can check if you have found the correct topic, main idea, and PSPs because they share ideas and words/synonyms.

For example, if you have identified an incorrect topic, then the topic will not appear in the MI. Or if you have identified an incorrect main idea, then not all of the PSPs will support or explain it. Or if you have identified an incorrect PSP, it will not talk about the topic or support the main idea.

Look for evidence to know you have identified the correct T, MI, and PSPs. There should be repeating words/phrases or synonyms or ideas.


TOPIC
subject; repeated throughout the article/leture
MAIN IDEA
topic + controlling idea
(controlling idea = what all the PSPs are about)
PSPs
primary syporting points; support/explain the MI; include the topic or its synonyms

The next few pages have practices to help you understand the relationships among the topic, main idea, and PSPs. These practices are **NOT** similar to your reading and listening mid-terms.

! **If you FAIL to understand the following practices, you may fail your exams.**

Topic and main idea practice

Practice 1

Directions: Read each main idea sentence. Then identify the two parts of the main idea sentence. Each part is written below the main idea sentence. Write a T next to the topic. The topic is *usually 1-5 words.* Then write CI next to the controlling idea. **Remember: The controlling idea is what you expect to read/hear about in the article/lecture.** The first one is done for you as an example.

1. There are several reasons why people don't return books to the library.

__**T**__ people don't return books to the library **CI**_ several reasons why

This is the topic.

If the writer decides to, they can change the topic but keep the controlling idea.

Let's say the writer wants to change the topic to "some people always return their books."

Then the main idea sentence would be

There are several reasons why some people always return their books.

Can you see how the controlling idea "several reasons why" remains the same?

Question: When a writer changes the topic, the writer must change the PSPs, too. Why does the writer have to change the PSPs?

This is the controlling idea/focus. The body of the article (the PSPs) should be a list of reasons why.

Of course, the writer could keep the topic but change the focus or controlling idea.

For example, the writer may decide to write about ways to solve the problem. Then the main idea would be

There are a few ways to solve the problem of why people don't return books to the library.

The topic "people don't return books to the library" remains the same.

Question: When a writer changes the controlling idea, the writer must change the PSPs, too. Why does the writer have to change the PSPs?

2. Here are a few tips to help you improve your studying habits.

_____ a few tips _____ improve study habits

3. Recycling plastic has multiple benefits for the environment.

_____ recycling plastic _____ multiple benefits for the environment

4. There are many ways to look for work.

_____ many ways _____ look for work

5. It is important to answer calls and emails professionally.

_____ important (why/how) _____ answer calls and emails professionally

* Please wait for your instructor to review the answers with you before beginning Part 2 on the next page.

Practice 2

Directions: Write possible PSPs for each MI below. **Write as many PSPs as each one asks for (Remember: There is no required number of PSPs.)**The first one is done for you as an example. Notice that the PSPs are only phrases. When we write PSPs an outline, we use phrases (not complete sentences. **Only the main idea is a complete sentence on an outline**.)

EXAMPLE

1. There are several reasons why people don't return books to the library.

PSP1: Lose books

PSP2: Forget due date

PSP3: Go out of town suddenly

2. Here are a few tips to help you improve your studying habits.

PSP1:

_____

PSP2:

_____

PSP3:

_____

3. Recycling plastic has multiple benefits for the environment.

PSP1:

_____

PSP2:

_____

PSP3:

_____

PSP4:

_____

4. There are many ways to look for work.

PSP1:

_____

PSP2:

_____

PSP3:

_____

5. It is important to answer phone calls and emails professionally.

PSP1:

_____

PSP2:

_____

Practice 3

Directions: For each practice, read the main idea. Each MI comes from a lecture.

a. Identify **two** PSPs that may have come from the lecture. (How do you know if a PSP might even fit a lecture? Review page 21.

b. Find evidence in the PSP that it *directly* supports the main idea.

c. Be ready to discuss why the other two PSPs are incorrect.

EXAMPLE—

Exercise 1

MI: Fifty years ago, people who lived far from cities created their own entertainment in a few ways.

a. People took picnics up into the hills for an all-day outing.

b. Book and sewing clubs were popular amusements in rural areas.

c. Community leaders discouraged teenagers from driving into the city.

d. Eating in a new restaurant in a large hotel was usually expensive.

Exercise 2

MI: The International Space Station (ISS) encourages peaceful relations among nations for different reasons.

a. The ISS is too far away for any country's diplomats to help with arguments.

b. Countries share the responsibilities of keeping the ISS safe.

c. Each country provides its own food for the ISS, but the astronauts can share.

d. Astronauts from different nations work together on vital experiments that benefit everyone.

Exercise 3

MI: Community gardens provide benefits beyond vegetables.

a. Peas and cabbage should be planted in the spring.

b. It's important to remove dead and diseased plants as soon as possible.

c. A shared growing space encourages neighbors to work together.

d. Flowering plants provide nutrition for bees and migrating butterflies.

Practices 4 and 5 will be more challenging. Here ae some tips.

- A main idea is not required to have a common list phrase, like those on previous pages.
- Be careful! Look for PSPs that *directly* support the MI.
- Practice 4 and 5 may have **two or more** correct PSPs.
- **Your online reading textbook, *Ten Steps to Building College Reading Skills,* has more information and many practices for topics, main ideas, and PSPs.**

Exercise 4

MI: There are several causes of children's fear of the dark.

a. Furniture may look like monsters without the lights on.

b. Videogames and movies often include monsters.

c. Common noises may sound scary at night, like a creaking floorboard.

d. A young person may feel helpless if they cannot see.

e. A humans' eyes see poorly without enough light.

Exercise 5

MI: Libraries remain popular though many people prefer eBooks and using Google.

a. Libraries allow anyone to stay all day for free.

b. Besides books, libraries also offer free classes.

c. Librarians must know how to use a computer.

d. Google says there are over 9,000 U.S. libraries.

e. Libraries help people with passport and job applications.

If you would like more practice like these, you can write your own main idea sentence and possible PSPs. Then ask a classmate to identify the correct PSPs.

Do not worry if you or your classmate make mistakes. You can discuss any confusion to learn from any errors. The best way to learn is through mistakes. You have practiced identifying topics, controlling ideas, and PSPs that clearly support a main idea. These skills are useful beyond academics.
In the future, you may use these skills when looking for work. Most posted or advertised jobs include a job description. A job description explains what skills and qualifications the worker needs and what responsibilities the worker will take on.

Read the job description below. Then answer the questions.

Job Description

The new employee will provide support to other office employees in all administrative tasks. This includes but is not limited to answering phones, filing, communicating with client and customers, and scheduling staff. The ideal candidate will have some prior experience, know how to use Microsoft applications, the ability to multi-task in a fast-paced environment.

Job Responsibilities

- Provide administrative support by fulfilling typical business office tasks
- Manage all incoming and outgoing communication, including mail and faxes
- Greet customers professionally
- Manage filing system and records
- Produce the monthly business reports
- Organize training courses for new employees
- Schedule meetings yearly manager meetings, including organizing conference rooms and refreshments.

Job Requirements

- High school diploma or GED
- Proficient in Microsoft Suite
- 2 years office experience (preferred)

1. What words/phrases are repeated? (This includes synonyms or descriptive phrases.)
2. Now look at the document itself. What stands out to you? (HINT: Look for two large details.)
3. In this particular job description, there is a main idea sentence (a main idea is not required for every job description). Look for the sentence that mentions the topic and controlling idea (what the PSPs are about.)

Please notice that the items under "Job Responsibilities" begin with a verb. Each item Is missing a clear subject. However, the subject is *implied*, or it is not said directly. The implied subject is "the new employee." Sometimes you can leave out the subject, such as in parts of a job description or curriculum vitae (CV or resumé).

REMEMBER

- A main idea is a complete sentence.
- A main idea includes **both** the topic and controlling idea.
- A main idea is *always* a complete sentence.
- The topic is the subject of an article/lecture; it is not a complete sentence.
- The controlling idea is what the writer/speaker wants to say about the topic.
    - The controlling idea tells you what the PSPs explain or what the writer/speaker explains in the article/lecture.
- PSPs *always* support the main idea. They are the body (middle) of the article/lecture.

Secondary Supporting Points (SSPs)

Most PSPs need their own details to support them. These details are called Secondary Supporting Points (SSPs). Like PSPs, we do not write SSPs as complete sentences on a map. When we write SSPs in our notes (maps), we label them as SSPs. We also place them *below* the PSP they support.

The outline below should look familiar. You wrote PSPs 2 and 3 on a previous page (you may want to complete those same PSPs again below. You can use the same PSPs you wrote).

Now we are going to write SSPs to practice creating outlines and identifying SSPs that support each PSP. PSP1 is “bad influence.” Actually PSP1 is more like “One reason parents are worried about the apps on their kids’ phones if they can be bad influence,” but since the part about reason parents are worried about the apps on their kids’ phones if they can be bad influence” is already mentioned in the MI, we don’t have to repeat it in the PSP, unless it clarifies an idea. **When we add to our outlines, we try to add new information; we don’t want to waste or time by repeating the same information over and over.**

T: Apps on smrtphons
MI: Thr = svrl reasns why parnts = worried abt apps on kids’ phons

PSP1: ☹️ influenc
SSP: chllng kids to do ☹️ behvr
SSP: show ☹️ pics

PSP2: _____

SSP: _____

SSP: _____

PSP3: _____

SSP: _____

SSP: _____

Also notice that the topic and MI have abbreviated words and use symbols. These shortened words and symbols will be discussed later.

However, the MI is **still a complete sentence** (= represents the word “are”)**.** Do **NOT** shorten the MI by deleting words. You may delete a word or phrase that changes the meaning of the MI. If the MI’s changes because of a mistake, then it is wrong on the exam.

PSP or SSP?

Articles and lectures contain all types of details. Some are descriptions, examples, factual statements, or even a table or diagram. A detail may be a PSP or an SSP. It cannot be both. If the detail supports the main idea, then it might be a PSP. If the detail explains a larger detail, then it is an SSP. Learning to identify the difference between PSPs and SSPs takes practice.

! CAUTION: When a speaker or writer says “for example” or another similar phrase, the example can be an PSP or a SSP. Let’s look at an excerpt from a lecture on saving money to see when a phrase like “for example” can be used as a PSP or SSP.

Directions: Read this paragraph. Then answer the questions.

> Some people find living alone to be the perfect situation. For example, they do not have to clean up after anyone. A person can tidy a room and it will remain that way for as long as the person desires. In addition, a single person can organize their things as they like, such as either hanging up every piece of clothing or leaving it all on the floor in a heap. Finally, a person’s sleeping schedule does not have to accommodate another person. For instance, a night owl can make a racket all night without waking a light sleeper.

1. Is the phrase “For example, they do not have to clean up after anyone” a PSP or an SSP? Why? (Does the phrase support the main idea or a PSP?)

2. Is this phrase a PSP or SSP: “such as either hanging up every piece of clothing or leaving it all on the floor in a heap”?

3. Is the sentence “For instance, a night owl can make a racket all night without waking a light sleeper”?

The next section will begin to teach you how to identify PSPs and SSPs Ultimately, learning to identify the different ideas of an article or lecture requires many hours of out-of-class practice. Read magazine articles about your hobbies, listen to news and podcasts, search the internet for “ESL reading/listening practice” to find sources to help you increase your skills.

Often students ask the instructor to read the exam lecture *very slowly*, but this speed is unrealistic. A university professor or manager will not speak slow enough for a person to write down every word. Therefore, it is vital for a student to invest time and effort into their listening abilities.

These are just a few websites that offer great reading and listening practices for adult ESL students:

Voices of America
https://learningenglish.voanews.com/

BBC Learning English
https://www.bbc.co.uk/learningenglish/

CNN 10
https://www.cnn.com/cnn10

The *New York Times* Learning Network
https://www.nytimes.com/section/learning

Transitions and Signal Phrases

Transition words and phrases are also called signal words and phrases. They often come before important ideas like **primary supporting points** or **secondary supporting points,** but they are <u>not</u> part of the important ideas.

Transitions and signal phrases are used in reading, listening, writing, and speaking. They are easier to recognize in reading because you can see them. **Identifying transitions during listening can be more difficult.** Below are some common transitions and signal phrases. They are also discussed in your online textbook**,** *Ten Steps to Building College Reading Skills*.

Common Transitions and Signal Phrases

Words in **bold** can be addition or time signal words.

Addition		
• additionally	• **third**	• now
• also	• **thirdly**	• previously
• another	• to begin with	• **second**
• final	• to start with	• **secondly**
• **finally**		• soon
• **first**		• **then**
• **firstly**	**Time**	• **third**
• first of all	• after	• **thirdly**
• for starters	• as	• until
• for one thing	• before	• when
• furthermore	• during	• while
• in addition	• eventually	
• **last**	• during	**Example**
• **lastly**	• **finally**	• for example
• last of all	• **first**	• for instance
• moreover	• **firstly**	• in other words
• **next**	• **last**	• includes
• one	• **lastly**	• including
• **second**	• last of all	• like
• **secondly**	• later	• such as
• **then**	• **next**	• to illustrate

Transitions are used in most written and spoken communication. They help writers and speakers organize information into meaningful patterns. In other words, transitions help readers and listeners to understand better. If a blogger wants to write about how to become an influencer on social media, they might write something like the paragraph below.

Directions: Read the paragraph and find at least 8 transition words or phrases.

A few years ago, kids dreamed of becoming doctors and astronauts, but widespread use of social media has created a new career: the influencer. Though formal training is not required to be a social media influencer, it involves creativity, persistent, and confidence. First, you must find your niche, or your special area of expertise. The most common niches include videogames, fashion, and music. To find a fresh approach, you need creativity to either highlight an unexplored part of the common niches or to discover a new area of interest altogether. Then you must determine the most effective way to deliver your content to the world. Most influencers use popular platforms, such as Twitter, Instagram, and YouTube. The next few steps require strategic planning and persistence. The best influencers create original content, like videos and articles, on a consistent basis. Many use a content calendar or app to track how often they post new material. This is an effective way to organize your content ideas, schedule production, and finalize release dates. Furthermore, you must make it easy for your audience to find your content, including your contact information. Deciding how to advertise yourself and your content will take some time and learning. Eventually, you will learn what advertising strategies work best for you. Lastly, becoming an influencer takes confidence. After all, if you don't believe in yourself and ideas, why should anyone else?

As shown in the paragraph above, transitions may come before, after, or even in the middle of important details. Sometimes a writer may choose not use a transition at all.

Why do we learn about transitions even though writers/speakers don't always use them?

We learn about them because a writer or speaker often uses them. Also, if we learn to read or listen for transitions, then we automatically learn common organizational patterns. In other words, writers and speakers use similar organizational patterns when the write or speak. For example, a recipe follows a step-by-step organization pattern.

Our brains recognize organizational patterns without us knowing. If our brains recognize an organizational pattern, then it will have an easier time identifying different details, even when there are no transitions.

In Level 4, the most common type of organizational pattern is a list. Other types include compare and contrast, cause and effect, problem and solution, and chronological (time order). These other types of organizational patterns are discussed in your online reading book, *Ten Steps to Building College Reading*, in the later chapters.

On two next pages, you will complete short listening practices. These listening practices focus on transitions. If you learn to listen for transitions, you will learn to listen for important ideas. Overtime, your brain will learn organizational patterns, which will improve your abilities to identify different types of important details, even when the speaker (or writer) does not use transitions.

Transition Practices

Practice 1

Directions: Your instructor will read aloud **paragraphs from a lecture about selfies**. For each paragraph, write the order of the transitions you hear. For Paragraph 1, if you hear "also" first, write "1" next to it. Then write “2” next to the second transition you hear, and so on. **You are only listening for transitions**. Do not worry about other information for these practices.

Paragraphs 1-3

____ a. such as

____ b. first

____ c. in other words

____ d. second

Practice 4

____ a. now

____b. however

____ c. for instance

Practice 5-6

____ a. including

____ b. for example

____ c. after

____ d. such as

____ e. before

____ f. also

____ g. like

Practice 2

Directions: Your instructor will read aloud **an entire** lecture. Write the order of the transitions you hear. If you hear "also" first, write "1" next to it. Then write “2” next to the second transition you hear, and so on. **You are only listening for transitions**. Do not worry about other information for these practices.

____ a. next

____ b. then

____ c. finally

____ d. for example

____ e. at last

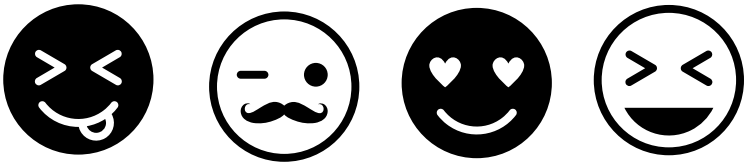
____ f. firstly

____ g. after

____ h. lastly

____ i. first of all

____ j. second



Key Words and Phrases

Directions: Read the short article below. Find the transition words and phrases in the paragraph.

Once you become an adult, you don't usually read aloud to yourself, but you should. First of all, you can practice your pronunciation. In addition, you can practice phrasing, or saying words in small sections that have their own meaning. For example, "When I was a child" is an important section of sentence that explains when something happened. Finally, you just may enjoy it!

The chart below lists the PSPs from the above paraphrase. The transitions came before the PSPs. Notice the differences between the left column and right column.

Each complete PSP/SSP	PSP/SSP key words/phrases
PSP1: you can practice pronunciation	PSP1: prsn can praactc ur pronctn
PSP2: you can practice phrasing, or saying words in small sections that have their own meaning.	PSP2: U can prctc phrasing – say wrds in smll sectns w/ own meaning
SSP: "When I was a child" is an important section of a sentence that explains when something happened.	SSP: EX: when I was a chld – imprt sect of Sent – when smthng happnd
PSP3: You just may enjoy it.	PSP3: U may 😊 it

In an academic setting, you will not have endless time to write complete sentences with every little word. You will have to learn to identify the most important words in each sentence and only write those down to help save you time. These are the **key words and key phrases**. The above right column uses key words/phrases, abbreviations, and symbols.

The key words and phrases make up the important ideas we find in articles and lectures. But which words are key words?

KEY WORDS

- Nouns --- common nouns (not proper nouns or pronouns)
- Verbs --- main verbs

  When 2 or more verbs are together, the LAST verb is the main verb.. The verbs before the last verb are the helping verbs.

  EX: have been sleeping → main verb = "sleeping"

  will be traveling → change "traveling"

  **Watch for contractions with "not" →You must keep the word "not" or "never" to retain the original sentence's meaning.

--You do not have to change "be" verbs: am, is, are, was, were

- Adjectives
- Adverbs, like how something is done, like quickly" or "repeatedly") or time, such as "soon," or "tomorrow," or amount, like "too."

-- You do not need to paraphrase "no," "not," or "never"

-- You do not need to paraphrase or any question words like these: who, what, when, where, why, how, which.

- **You do not need to paraphrase the common phrase "There is/are."**

NOTE: Most of these grammar concepts are covered in Levels 1 and 2 or beginning English classes. If you need to review any of these grammar concepts, please look online for videos and practices. Your instructor can give you recommendations.

You can use symbols and abbreviations when you write key words and phrases, too.

Some Common Symbols and Abbreviations

- + means "advantage"
- - means "disadvantage"
- :) means "happy" or "good"
- :(means "sad" or "bad"
- $ means "money"
- @ means" at"
- & means "and"
- < means more than
- > means less than
- \ means "or"
- ↑ means increase
- ↓ means decrease
- ppl means "people"
- = means any of the "be" verbs: am, is, are, was, were
- b/c means "because"
- fr/ means "from"
- w/ means "with"
- w/o means "without"
- U means "you"
- apt means apartment
- med means medicine or medical
- app means approximately
- abt means about
- EX means example

Learning to write just the key words/phrases takes practice, just like every useful skill.

But what if the key words and phrases you write do not make sense? Then you can add a few more words from the article or lecture to help you understand your notes. Your online vocabulary book, *Building Better Vocabulary*, uses sentences as part of its chapters. You may try paraphrasing some of these when you do your vocabulary homework.

Key Word and Phrase Practices

Practice 1

Directions: Your instructor will read aloud two sections from a lecture. For each section, write the order of the key words/phrases you hear. For example for Practice 1, f you hear "unnatural chemicals" first, write "1" next to it. **You are only listening for key words and phrases**. Do not worry about other information for this practice.

Section 1

Paragraphs 1-3

_____ a. plan to use simpl resumé templat

_____ b. type UR nam & contct info

_____ c. phon nmbr & eml addrss

_____ d. if U follo steps →U find writng resm = writng resum = not ☹

Section 2

Paragraphs 4-6

_____ a. + subhdngs: Exprnc

_____ b. no wrry U not hav much exprnc

_____ c. EX: tngr w/ no job exp can list respsbls fr/ sprts actvts & volntrng

_____ d. job titles & job desc

_____ e. spcl focuses/classes

_____ f. highst degree U hav

_____ g. EX: comptr progrmng/medcl term

_____ h. mny exprts suggest U ask frnds to revw UR rsm for errors

_____ i. + 2nd subhdng: Edu

Ali Sanchez, a high school student, used the step-by-step instructions about resumés to create his own. Take a few minutes to review it.

Ali Sanchez

(888) 555-5555
asanchez@fakeemail.com

EXPERIENCE

Member of CHS Service Club August 2021 – Present
City High School, Houston, TX

- Organize monthly canned food drive
- Delivered canned food to City Food Back
- Recorded number of donations each month

News reporter August 2020 – June 2021
City High School, Houston, TX

- Used AP style to create engaging articles for student body; topics included
  - Cafeteria price increase
  - Backpacks versus lockers
  - Organize monthly canned food drive
- Met all deadlines
- Distributed newspaper copies to local stores for public readership

EDUCATION

Junior August 2020 – Present
City High School, Houston, TX

- Classes include
  - Journalism – AP Style
  - Advanced Microsoft Excel – pivot tables

SKILLS/CERTIFICATES

- Fluent in Spanish, Hindi, and English
- Type 30 words per minute
- Texas driver's license

1. How is a resumé like an outline?
2. Why does the standard resumé look like an outline instead of a long essay?
3. Have you ever created a resumé?
4. Do you know how to find resumé templates online? (It is not plagiarism if you use a template. It is a pattern that you complete using your own information.)

Key Word and Phrase Practices

Practice 2

Directions: Your instructor will read aloud paragraphs from a lecture. For each practice, write the order of the key words/phrases you hear. For example for Practice 1, if you hear "hair looks nice one day" first, write "1" next to it. **You are only listening for key words and phrases**. Do not worry about other information for this practice.

Practice A

___ a. post selfies on socl mdia show othr ppl

___ b. EX: Instagrm & Twitter

___ c. websits encrg onlin populrty

___ d. prsn feels poplr if mny strngrs view phots & leae 😊 cmmnts

___ e. focus of phots changed

___ f. boring evnts

___ g. EX: hair looks nice 1 day

___ h. let's look @ 3 impt points of selfies

___ i. frnd visitd Brazilian beach

___ j. she took selfie & posted it

___ k. waited 10 min, no one saw → she = ☹️

___ l. + cmmnt abt phto -→ she = 😊

___ m. – commnt abt phto → she ☹️ → - photo

Practice 3

Directions: On the previous page, you numbered the key words and phrases from a lecture about selfies. Use the phrases from Practice A to complete the outline below. Some information has been completed for you because we haven't talked about those types of details yet.

BG: we tak pics of ourslvs doing evryday thngs

T: Selfies—facts/points at selfies

MI: _____

PSP1: focs of phtos chngd

SSP: _____

SSP: boring evnts

SSP: _____

EX: hair looks nice 1 day

PSP2: _____

SSP: EX: Instagrm & Twittr

SSP: _____

SSP: _____

PSP3: _____

SSP: _____

SSP: _____

SSP: _____

SSP: _____

Con: SUM: we wnt recrd vry min/day, we nned othr ppl to see selfes → we post them → we wnt ppl to say 😊 thgns abt serlfies so we feel imprt

PRED: Selfies contu chng way we tak pics.

CAUTION: Avoid repeating information on your outline unless it clarifies an idea.

Let's look at an example to see what repeating information is and how to write it in your notes if you want to remember it. The excerpt below is from an article about trends in nursing.

> The National Academies of Sciences, Engineering and Medicine (NASEM) support nurses' rights. This organization declares that nurses should be allowed to best serve patients, regardless of a patient's ability to pay. In other words, the NASEM believes nurses have the right to care for any patient, even those with $0.

Example of how NOT to write repeating information-
PSP1: Natnl Acadmy Scnces, Engnrng & Medcin **SSP: NASEM** SSP: spprts nurs' rights SSP: nurses shld be allwd to bst serv ptnts regrdlss of patnt's ability to pay. **SSP: belivs nurses hav right to car for any patnt—even w/ $0**

The bolded SSPs are repetitive. Adding "NASEM" isn't giving us *new* information since it is just an abbreviation for the full organization's name. "belivs nurses hav right to car for any patnt—even w/ $0" just another way of saying "nurses shld be allwd to bst serv ptnts regrdlss of patnt's ability to pay." However, this may be useful information if these words/phrases are new to you and you want to remember them.

So this is what you do:

How to write repeated info you want to remember
PSP1: Natnl Acadmy Scnces, Engnrng & Medcin--**NASEM** SSP: spprts nurs' rights SSP: nurses shld be allwd to bst serv ptnts regrdlss of patnt's ability to pay— evn w/ $0

What is the important difference between these two ways of writing repeating information?

Here is another rule about writing notes: **Never add additional information to your notes that is not from the article or lecture, even if you are an expert on the topic.** We want to prove we can take notes on the **assigned** articles or lectures. If we add additional information that is not in the article or lecture, even if the information is true, then we have not followed directions. Also, the person grading your exam may think you did not understand the article or lecture.

Review of transitions, key words and phrases:

- Transitions (signal words and phrases) can help us identify important information, such as PSPs and SSPs.
- Not every PSP or SSP will have a transition.
- A transition may come *after* a PSP or SSP.
- Learning to look or listen for transitions trains our minds to look or listen for important information.
- As we learn to look and listen for important information, our brains will learn different patterns of organization.
- Writers and speakers us organizational patterns help readers and listeners understand the topic, MI, PSPs, and SSPs (or the important ideas).
- Important ideas are made of key words and phrases.
- Key words and phrases are usually nouns, verbs, adjectives, and adverbs.
- We can use symbols and abbreviations when we write key words and phrases.
- Key words and phrases are not complete sentences.
- Key words and phrases should be short but informative.
- We write the key words/phrases on our maps.
- We do not add any additional information to our notes; we only write information from the articles and lectures.
- These skills **take out-of-class practice in order to mast them**. There are not enough class hours for you to learn these skills 100%.

Background and Conclusions

There are two more pieces of information we need to add to our maps: Background and conclusions.

Background (context)

Every reading and listening exam will have background information as part of the article or lecture. Background information puts the topic and main idea into context by providing useful information. The background may include a fact, a description of a particular situation, or a definition. The background's purpose is to help you understand the article or lecture better.

Let's look at two examples from the introduction of an article. We will discover how background information works.

Example 1

> Major trends show how businesses are evolving to fit the changing world. For one, many companies are looking for ways to decrease pollution. Second, many workforces use more AI and robots than ever before. Finally, agility, or the ability to quickly reorganize and adapt, is replacing old business models.

Example 2

> In every industry, businesses must adapt quickly to modern pressures. These factors, such as climate change and a shrinking population of workers, require creative solutions that result in new trends. These major trends show how businesses are evolving to fit the changing world. For one, many companies are looking for ways to decrease pollution. Second, many workforces use more AI and robots than ever before. Finally, agility, or the ability to quickly reorganize and adapt, is replacing old business models.

What is the most noticeable difference between these two examples?

But how do you complete the BG line on an outline? You choose one idea from the background and write its key words/phrases on your outline. Your classmate may choose a different idea from the background. That's okay.

You do not need to write all of the background information, but what you write must make sense. Do not write a few words that another person cannot understand. Here is an example of what ***not*** to do:

BG: factor change shrinking

This looks like a factor may change the way something shrinks. Or maybe a change in factors is shrinking. Factors of what? What is shrinking? Background information should not be confusing. It should be clear. Here are two examples of better background notes:

BG: factors—climt chng & shnk work pop—requr creatv soltn → result in new trends

or

BG: evry industry—biz must adpt quickly to modrn pressrs

Even though we used key words/phrases, each background makes sense.

Remember: You only need **ONE** idea from the background.

The background part of your outline is important, but it is not as important as the MI or PSPs.

Conclusions

There are many different types of conclusions. At GLS, we focus on four types that are the most common. **The conclusions that go on your maps MUST come from the article or lecture. Do NOT create your own conclusion.**

4 Types of Conclusion

• **Summary** (Sum)	restates the MI/PSPs
• **Recommendation** (Rec)	gives advice, often using the words *should*, *must, ought to*…
• **Prediction** (Pre)	states what the author thinks will happen in the future
• **Application** (App)	applies an idea in the passage to something else; the author shows how his ideas are relevant to other topics

A concluding paragraph can have more than one type of conclusion. The paragraph below is a conclusion from an article about animals that live in water. This conclusion has two types. When you write a conclusion on your outline, you must identify **two elements:**

1. the type of conclusion: SUM, PRED, REC, APP
2. the conclusion's key words/phrases

See the example below.

As you can see, most aquatic creatures are very fragile. Any change in the water temperature, water level, or or salinity (salt level) can have devastating effects on a marine habitat. As the planet's climate continues to change, many fish and other water dwelling animals will become extinct.

Conc: SUM: aqutc ctrs = fragil→ any chng in temp/level/salt = devstng effcts

Conc: PRED: as plt climt chngs → mny fish & wtr dwell anmals → extinct

You must identify 2 conclusions on your level 4 reading and listening exams. Each conclusion must include its type and its key words.

Directions: Read each concluding paragraph. **(Now you know every paragraph in this practice is a conclusion.)** Then identify the type of conclusions and fill in the missing key words/phrases. To help you practice identifying types of conclusions, some of these practice conclusions have more than two types. Practices 2 & 4 have more than two types of conclusions to provide more practice. Also, one sentence can be two types of conclusions (usually a predication and recommendation). If this happens, you may not use the same sentence twice. Just identify it as one of the types. Remember that on your exams, you only need to identify two types of conclusions and key words.

Practice 1

The best way to continue enjoying life as a person ages is to consume as many fresh fruits and vegetables as possible, exercise daily, and remain social. Even talking to the cashier at a store is social interaction. These lifestyle habits can also be applied to anyone's favorite furry friend. Dogs and cats can lead longer and healthier lives if they eat healthy food, exercise, and receive attention from their human friends. By following these suggestions, a person and their furry buddy can enjoy long and happy lives.

Con: ____ : _____

Con: ____ : _____

Practice 2

As I mentioned in my lecture, sharing your personal information with someone you meet on the internet is never a good idea. It is very likely this person is scamming you, or tricking you for money. Remember that if an unknown person requests your personal details, you should end the conversation immediately. Do not worry about being rude or polite. Your safety is far more important than a few social rules. This is also a good rule of thumb when you are in public. If a stranger offers to help you carry your bags to your car or into your home, you do not have to accept it.. You can decline. If the person becomes persistent or aggressive, then you do whatever you have to end the situation. Politeness doesn't count if you are worried about your safety. You should share this advice with your loved ones, too. It may keep them safe.

Con: ____ : _____

Con: ____ : _____

Con: ____ : _____

Practice 3

As I mentioned, our grandparent's advice for finding a job is meant well, but it is also frustrating. The methods they used to find work 30 y ears ago may to apply. However, the principles do: Be polite, dress nicely, and always be on time. If we follow these classic social rules, we may impress a few managers who are used to casual job applicants in jeans and t-shirts.

Conc: _____ : _____

Conc: _____: _____

Practice 4

In summary, a lot of communication is done on computers, However, I suggest you continue sending handwritten notes to loved ones. Not only do they get to hold a physical item from you, but they can see a little of your personality in your handwriting. Adding this personal touch can also be applied to gifts you give your coworkers. Most of us opt to buy a quick present when a handmade bookmark means so much more. Once you begin to craft your own items to give away, you will find new ways to express your feelings.

Conc: _____ : _____

Conc: _____ : _____

Conc: _____: _____

If you would like more practice just with conclusions, please review each of these conclusions again. Find the word/phrase that makes a particular conclusion a prediction or recommendation.

You can also rewrite some of these conclusions as different types. Ask a classmate if they can identify your revised conclusions. If there is confusion, talk it over together. We learn the most when we learn from our own mistakes.

Now it is time to create your first complete outline. The article below is shorter than your reading or listening exams so you can focus on creating an outline. Later, your instructor will share articles and lectures similar in length and difficulty to your reading and listening mid-terms

For levels 4-6, every reading and listening exams have three parts. **Part 1 is note-taking.** For Level 4's **mid-term Part 1 for both reading and listening, you will create an outline.** The next page shows you what **Part 1** looks like. You can use this sample page to create your outline for the article below.

Changes in Trends

In every industry, businesses must adapt quickly to modern pressures. These factors, such as climate change and a shrinking population of workers, require creative solutions that result in new trends. Major trends show how businesses are evolving to fit the changing world.

One trend is looking for ways to decrease a company's carbon footprint. Some businesses are investing in technology to decrease the air pollution their factories create. Other companies are switching to recyclable products or are finding ways to reuses the same materials again. These businesses want to produce less pollution and trash.

Second, many workforces use more AI and robots than before. One reason is to compensate, or make up, for a shrinking population of workers. However, AI and robots cannot operate on their own.. Workers who are replaced with technology can retrain to run or repair the new machines. In addition, some employees may learn to manage how humans interact with machines in the workplace.

Finally, agility, or the ability to quickly reorganize and adapt, is replacing old business models. In the past, all decisions came from The Boss. But company leaders have recognized that many employees have more detailed experience than their bosses, and are better equipped to make recommendations that affect them or their coworkers directly. Letting employees use their experience and wisdom to make changes has a faster positive effects on the bottom line than waiting for a roomful of board members another meeting to decide if they should decide something. .

Businesses must respond to changes in the world to remain successful. Experts predict many industries will adopt behaviors that have not been imagined yet. These new ways of thinking and acting will shape our grandchildren's future.

This is what **Part 1** on your reading or listening mid-terms will look like.

Directions: In the space below, create an **outline** from the article/lecture you heard. The outline method of note-taking starts on the left-hand side of the paper. The most important points are placed at the left edge of the paper. Less important points, which are typically ideas that support the main points, are indented to the right. Each set of less important points is indented more to the right. Your outline must include BG, T, MI, PSPs, SSPs, and C.

Part 2—Global Skills Application

Part 2 is the same format for all exams in Levels 3-6. Part 2 tests different skills than Part 1, but Part 2 uses the same article or lecture you use for your map.

Part 2 measures a student's ability to follow instructions and write complete sentences in a formal style. This sounds simple because it is. However, if a student fails to follow directions, then the student may fail the exam.

On Level 4's reading and listening mid-terms, Part 2 has **only two** questions. The reading mid-term exam and the listening mid-term exam use the **same two questions**. Right now, we will talk about each question and how to answer each correctly.

Here are the **exact** questions you will see on your reading midterm and listening mid-term exams.

1. Identify the writer's main idea.

or Identify the speaker's main idea.

2. Explain in your own words why you think this is the writer's main idea.

or Explain in your own words why you think this is the speaker's main idea.

When you answer these questions, you **MUST** use a complete sentence and a very formal style that **uses a very specific pattern**. Luckily, the pattern has **three** steps to help you do this!

1. Begin your answer with part of the question.
2. Add the required word(s)
3. Answer the question.

--"Identify" means to copy/paste exactly from the article or lecture.
--"Explain…in your own words" means to paraphrase using specific rules.

Let's practice answering Part 2 questions. To do this, we need a main idea from an article. Let's use this main idea:

There are a variety of ways people read digital newspapers.

Now let's answer the first Part 2 question. We will follow the **three steps**:

1. Begin our answer with part of the questions.
2. Add required word(s).
3. Answer the question. In this case, we will identify = copy/paste.

1. Identify the writer's main idea.

step 1 step 2 step 3

Your answer: *The writer's main idea* ***is*** *"There are a variety of ways people read digital newspapers."*

! CAUTION

- You must copy/paste **exactly** what the question asks for.
- Put " " around anything you quote directly. The period goes on the inside.
- This question is asking for the main idea, so you must copy the main idea **EXACTLY** from the article.
- **Do NOT delete any words. All words and symbols must be written out.**
- Failure to follow the instructions *exactly* may result in missing this question.

The second question asks us to "Explain…in your own words." This means we must *paraphrase* **only** the main idea sentence from question 1, and paraphrase the ***entire*** main idea sentence.

First, let's look at an example of how to answer this question first so you can see how Part 2's two questions go together. Then we will learn how to paraphrase and why we paraphrase. **(Paraphrasing instruction and examples begin on page 61 of this book.)**

When the question below says "main idea," it refers to the same main idea from Part 2's question 1, which is the same main idea from the lecture (or article) you made an outline of. We will use main idea from the previous page.

We answer this question using the **same three steps** from the previous page.

1. Begin our answer with part of the questions.
2. Add required word(s).
3. Answer the question. In this case, we will identify = copy/paste

2. Explain why you think this is the writer's main idea in your own words.

step 1 step 2

I think this is the writer's main idea ***because the rest of the article***

step 3

explains that *electronic reports appear in various kinds.*

Now you try, but with a different main idea. This is the main idea from the article on page 55.

Major trends show how businesses are evolving to fit the changing world.

1. Identify the speaker's main idea.

_____

_____

2. Explain why you think this is the speaker's main idea in your own words.

_____

_____

Paraphrasing

When you see the phrase "Explain…in your own words" on an exam, that means you need to paraphrase. When we paraphrase, we replace the key words of a sentence with **completely new ones that we already know.** If you do not know another word, you can use another paraphrasing method. These methods are explained in the next few pages.

Let's take a moment to look closer at key words.

KEY WORDS

- Nouns --- common nouns (not proper nouns or pronouns)
- Verbs --- main verbs

  When 2 or more verbs are together, the LAST verb is the main verb.. The verbs before the last verb are the helping verbs.

  EX: have been sleeping → main verb = "sleeping"

  will be traveling → change "traveling"

  **Watch for contractions with "not" →You must keep the word "not" or "never" to retain the original sentence's meaning.

  --You do not have to change "be" verbs: am, is, are, was, were
- Adjectives
- Adverbs, like how something is done, like quickly" or "repeatedly") or time, such as "soon," or "tomorrow," or amount, like "too."

  -- You do not need to paraphrase "no," "not," or "never"

  -- You do not need to paraphrase or any question words like these: who, what, when, where, why, how, which.
- You do not have to paraphrase the common phrase "There is/are."

NOTE: Most of these grammar concepts are covered in Levels 1-3 or beginning English classes. If you need to review any of these grammar concepts, please look online for videos and practices. Your instructor is not required to review grammar lessons from previous levels.

Basic steps for paraphrasing:

1. Identify the key words in a sentence: nouns, main verbs, adjectives, and adverbs.

HINT: Start with the easiest words first. For example, if you can see a noun in a sentence, underline that one first. Now look for any other nouns or anything that looks like a noun and underline those. Next, look for another type of word you know. If you follow step-by-step method to identifying key words, you will find more than if you just guess.

You will paraphrase on every exam in Levels 4-6. You will lose a lot of points if you do not paraphrase correctly.

Paraphrasing proves you have a deep understanding of English.

2. After you identify the key words, you replace each one with a **completely different word.**

- You cannot use any form of *any* key word/phrase from the article/lecture.

  For example, if you need to paraphrase the word “sunlight,” you cannot use “sunshine” because it has the word "sun.” You also cannot say “light in the sky” because that phrase has the word “light” in it.

  If you need to replace the word “think,” you cannot use “thinking” or “thought” or “thoughts” because those are forms of the same word.

- You also cannot change the verb tense or make a singular noun = plural or a plural noun = singular.

3. There several ways to paraphrase a word: Use a synonym, antonym, or a description in your own words. A description is usually a phrase, like “brightness from Earth’s star” to paraphrase “sunlight.”

NOTE: The practices on the following pages help you learn different ways to paraphrase. **Follow the directions VERY CAREFULLY or the practices will not make sense.** The following practices are step-by-step. The first practice focuses on one type of key word per section. The next practice helps you learn important rules of paraphrasing. **GO SLOWLY.**

Paraphrasing Practice

Practice 1: Identify key words/phrases (nouns, action verbs, adj, adv)

Directions: For 1-3, please underline **the common nouns only**. Do not underline or proper nouns. **Do not replace any word.**

1. Some individuals say that the best coffee is grown in South America, while others say the best beans come from tropical islands in the Pacific ocean.

2. If we want to understand the problems in South America, we must study its history first.

3. Blogging has become the main source of income for some people.

Directions: For 4-6, please underline the verbs. Underline main verbs but not "be" verbs (am, is, are, was, were).

4. There are disadvantages of checking any luggage when flying from a regional airport.

5. The bright lights of a city at night confuse migrating birds.

6. Do you have plans after you've finished your book club tonight?

Directions: For 7-9, please underline the adjectives and adverbs.

7. Hybrid vehicles are not the perfect solution many car makers claim they are.

8. Residents from four apartment buildings often utilize this park for social events, especially birthday parties for very young children.

9. I haven't seen Tim or Marcia for a very long time, though I hear they've recently moved.

10. Our atmosphere protects us from deadly solar rays.

Directions: For 11-12, underline ALL key words.

11. Local leaders cannot seem to agree on the best way to approach housing complaints .

12. There aren't many methods you can use to retain a clear head during a crisis.

Practice 2: Paraphrase key words/phrases: Using the correct meaning

Many words have multiple meanings, so to paraphrase them correctly, you have to understand that the word is doing in a sentence and what it means in a particular context (situation).

Directions: Please use a **synonym or description** to paraphrase **only** the underlined key word. Please only use words you already know. Do not change the verb tense or the meaning of the sentence.

13. Casual chitchat often begins with this simple question, "How's it going?"

14. Bob decided he wasn't going to pursue another master's degree after all.

15. Most 2022 cars are going for lower prices than the 2023 cars.

16. Going to work on a Monday is an example of a modern struggle.

17. "Ms. Smith, I don't understand what you're saying. Where are you going with this speech about time theft?"

If you would like more practice for this skill, you can look in a dictionary for a word with multiple meanings. Then write a sentence using the word and each of its meaning. For example, the word "stick" can be a noun that means a piece of wood; or a verb that means to place an object somewhere.

a. My dog found a stick in the park.
   My dog found a **small but slender piece of a tree** in the park.

   (It's okay if you have to replace a word with a description!)

b. Can you stick the candles into the cake, please?
   Can you poke the candles into the cake, please?

Practice 3: Paraphrase key words/phrases: Using antonyms

Directions: Please use an **antonym or opposite description** to paraphrase only the underlined each key word/phrase. Please only use words you already know.

Example:

Original: Tom was upset after losing the game.
Paraphrased: not happy → Tom was not happy after losing the game.

Original: A child may feel frightened during a thunder storm.
Paraphrased: not brave → A child may not feel brave during a thunder storm.

18. Teachers have seen a decrease in parental involvement in the last ten years.

19. Discounts are is often used as a reward for customers' loyalty.

21. Sally's homework was confusing, and it took her a long time to finish it.

22. During the pandemic, people learned new hobbies to fill their empty hours.

Practice 4: Paraphrase entire sentences.

There are several ways to paraphrase. You can use synonyms, antonyms, and even descriptions. **However, you may not use any part or form of a key word/phrase or change the meaning of a sentence.**

Directions: Paraphrase the sentences below any way you like. Replace **all key words**. You can use the coursebook's list of commonly paraphrased words on pages 65-67.

26. Professional communication methods may have changed recently.

27. Researchers discovered ancient cities used for military purposes.

28. Daylights savings time is an irritating and useless practice that should be retired.

29. There is no perfect method of raising children, especially since every child is unique.

30. Your DNA can tell you where your ancestors came from and which diseases you are more likely to develop.

If you want more practice, you can paraphrase **any** text you see, such as billboards, road signs, instructions on boxes. The more practice you do, the easier paraphrasing becomes. You can also practice **any paraphrasing method** you need to (synonyms, antonyms, descriptions.).

Review of Part 2

This is what Part 2 will look like on your reading or listening mid-term. Yes, your exams will have the **same** questions below. This way, you can practice the **three steps** to answer them. Look on pages 57-59 for the **three steps.**

PART 2

Part 2 allows you to demonstrate your ability to answer questions about the article (or lecture) using complete sentences and formal style shown. You must use the patterns explained and demonstrated by your coursebook and in-class lessons.

Directions: Answer the questions below in complete(s) sentences and formal style.

1. Identify the writer's man idea. (2 points)

_____

_____

2. Explain why you think this is the writer's main idea in your own words. (1 point)

_____

_____

1. Which Part 2 question requires you to paraphrase?
2. Which parts of speech (types of words) are key words?
3. How will you practice paraphrasing outside of class?
4. Have you explained an idea to someone? Maybe the meaning of a word or what a teacher has said?
5. Has anyone explained an idea to you? Maybe the steps of a process or how to complete an assignment?

Commonly Paraphrased Words

advantage (n.)	benefits, gains, improvements, pros, positive outcomes, positive results
adult (n.)	mature person, grown-up, woman, man
affect (v.)	result in, impact, shape, change, influence
ask (v.)	inquire, question, request
benefit (n.)	advantage, positive outcomes, positive results
build (v.)	develop, craft, create, combine, construct, produce
categorize (n.)	classify, organize, separate
categorization (v.)	classification, type, kind
cause (n.)	reasons, source, root, origin, foundation
cause (v.)	affect, create, impact,
chance (n.)	risk, possibilities, probabilities, opportunities, likelihood, prospect
child or children (n.)	progeny, offspring, kid or kids, young people, a minor or minors
create (v.)	make, produce, put together; cause
creation (n.)	product, result,
creative (adj.)	clever, unusual,
decide (v.)	choose, opt, select
decision (n.)	choice, result, selected option
decrease (n.)	deprivation, reduction, subtraction
decrease (v.)	subtract, reduce, deprive
decreased (adj.)	less, fewer
describe (v.)	explain, picture, portray, give an account of
description (n.)	explanation, depiction, picture, portrayal, an account
develop (v.)	advance, build, craft, create, innovate, invent, make, produce
development (n.)	advancement, craft, creation, innovation, invention
differ (v.)	contrast, vary, change, alternate
different	contrasting, opposite, alternative
disadvantage (n.)	cons, negative result, negative outcome, drawbacks, difficulties, weaknesses, hindrances
effect (n.)	results, consequence, outcome
exchange (n.)	conversation, interaction; trade
exchange (v.)	trade, give and take

express (v.)	say, tell, describe, explain, communicate
expression (n.)	communication, description, explanation
family (n.)	parents, loved ones, relations, kin
friends (n.)	pals, buddies, comrades, supporters
fun (adj.)	agreeable, amusing, enjoyable, entertaining, gratifying, pleasurable,
fun (n.)	enjoyment, pleasure, entertainment, amusement
funny (adj.)	humorous, witty, comical, hilarious
give (n.)	provide, supply
hard (adj.)	difficult, challenging, trying, frustrating, disappointing
help (n. and v.)	aid, assist, support, benefit, augment
improve	make better, increase quality/quantity
increase (n.)	the addition of, the additional, the excess of
increase (v.)	add, augment, improve, supplement
increased (adj.)	additional, more, many
individual (n.)	person, citizen, denizen, human; one, single
inform (v.)	explain, give data, provide facts, educate
informative (adj.)	educational, factual, useful
information (n.)	data, explanations, facts
injure (v.)	hurt, harm, abuse
injury (n.)	harm, accident, abuse
interest (n.)	hobby, concern, curiosity
interest (v.)	concern, notice
interesting (adj.)	unusual, extraordinary, surprising, curious
joke (n.)	riddle, pun, witticism
learn (v.)	study, absorb, acquire
learner (n.)	student, pupil
music (n.)	melodies, harmonies, tunes, songs
musician (n.)	song writer, singer, guitar player, piano player…
need (n.)	requirement
need (v.)	require, must have
notify (v.)	make aware, inform
notification (n.)	information, advertisement
question (n.)	inquiry

question (v.)	inquire, ask, interrogate
people (n.)	individuals, citizens, denizens, persons, humans
person (n.)	individual, citizen, denizen, human
popular (adj.)	fashionable, trendy, preferred style, favored
problem (n.)	issue, trial, challenge, complication
produce (v.)	build, create, make, manufacture
product (n.)	result, item, object,
positive (adj.)	good, beneficial, uplifting or uplifted
punish (v.)	discipline, rebuke, chastise,
punishment (n.)	injury, consequence, discipline
reasons (n.)	causes, motives, explanations, purposes, objectives
responsibilities (n.)	duties, obligations, concerns
reward (n.)	award, prize, achievement, incentive
reward (v.)	award, give a prize, give an incentive
same (adj.)	similar, identical, nearly identical, alike, like
share (v.)	give to others, distribute, allot, allocate, divvy out/up
skill (n.)	technique, tool, pattern, ability, capability
student (n.)	learner, pupil, schoolchild or schoolchildren
teach (v.)	instruct, tell, educate, explain, describe
teacher (n.)	instructor, educator, coach, trainer, professor, expert
technology (n.)	digital machines, electronic machines
unpopular (adj.)	out-of-date, out-of-fashion, unfavored, not trendy

Part 3—Specific Information

This is what Part 3 looks like on your reading and listening mid-terms and final exams.

The questions will be about the same article or lecture you use for Part 1 and Part 2.

However, for this example, the questions are from the article on page 54 of this book.

Directions: Answer each question below using your notes from Part 1. Provide only the information that the question asks for. All of your answers must come from the article. Do not add any information that is not part of the text. You do not need to write in complete sentences.

1. List two specific pressures that are motivating businesses to change? (1 point)

_____

2. Name an example of how a company can reduce its carbon footprint. (1 point)

_____

3. Why are AI and robots important to a decreasing number of workers ? (1 point)

_____

4. Why do board members take a long time to make a decision? (1 point)

_____

5. According to the author, what will influence the next generation's kids? (1 point)

_____

EXAM TOTAL _____/100 points

Student ID _____ **Class/Sec** IENG/GENG 0004 **Date** _____

IENG/GENG 0004 Reading/Listening Mid-term Exam Evaluation Sheet

Part 1: Note-taking—Outline

Part 1 will be 0% for any of the following: 1.Uses a format other than the one mentioned above.
2. Does not fully address the **text** (article/article).
3. Is illegible (the grader cannot read the student's writing).

BG _____ /1 point
T _____ /1 point
MI _____ /3 points (Must convey *all* of the MI's meaning.)
PSPs _____ /__ (Each PSP is 2 points.)
SSPs _____ /__ (Each PSP must have **2** correct SSPs.)
Conclusion _____ /2 points (1 point each)
_____ /
Content subtotal _____ /__ points

Assoc/Struct _____ /5 points
Association/Structure: Symbols/abbreviations = 1 Relationship (organization) = 1 Signals (labels) = 1 Indented = 1 Conciseness (key words/phrases) = 1

Part 1 subtotal _____ **/__ points x ____ % = ____/45%**

Part 2: Global Skills Application

Main Idea **1. Identification** _____ /2 points
2. Explanation /1 points

Part 2 subtotal _____ **/3 points x 15% (45%)**

Grammar and Punctuation _____ **/5 points (5%)**
-1 point for each error up to -5 points. For example, if there is a spelling error in the answer for question #4, then there will be a tally mark in column 4 in the spelling row.

Grammar and Punctuation (for Part 2 only)		
Verbs/Tenses	3	4
SV Agree Subject Verb Agreement: singular S+ singular V; plural S + plural V; non-count S + singular V;	3	4
Spelling	3	4
Punctuation (including possessives)	3	4
Capitals	3	4

Part 3: Specific Information

Part 3 subtotal _____ **/5 points (5%)**

TOTAL _____ **/100 points**

Grader's comments:

_____

_____

Note-taking: Grading Guidelines

Format, Completeness, and Clarity

If a student's Part 1 uses a format other than the one specified on the exam (map, outline, Cornell notes), then the student earns 0% for Part 1. If Part 1 does not address the full content of the **text** (lecture/lecture) or is unreadable, then the student automatically earns 0% for Part 1. Students MUST follow the directions on the exams, which are supported by the coursebook and lessons by the instructors.

Content

Content is the information on Part 1 that comes from the text. Part 1 will be evaluated using the weights below:

Background	1 point
Topic	1 point
Main idea	3 points
Primary Supporting Point**	2 points each
Secondary Supporting Point	1 point each
Conclusion	2 points (1 point each)
Total Points	**TBD**

****** A text is not required to have a set number of PSPs, but students are required to identify **all** PSPs in their notes (Part 1). Therefore, the total number of points from the content will vary, depending on how many PSPs a text has. For example, if a text has two PSPs, then the total points from the PSPs is 4. If a text has five PSPs, then the total number of points from the PSPs is 10. Students must accurately identify ALL PSPs from the text. . Complete note measure students' comprehension and analysis of the text.

Association/Structure

Association/Structure is the visual description of how the pieces of information or ideas in Part 1 are related. Part 1, no matter which type of notes the exam requires, must **visually** show the hierarchy of ideas, which ideas support others, and all pieces of information must be labeled correctly. Students are expected to reduce information according to the consistent principles taught in the coursebook and by their instructors so that their exam notes (Part 1) may be understood by an adult who has not read or heard the text.

***Each item below is worth one point total.** For example, if a student makes one or many indenting errors on Part 1, only 1 point may be deducted from the exam score because indenting is worth 1 point.

1. **Symbols/Abbreviations** refers to commonly used signs (such as $ for money) or reduced forms of words, terms, or concepts.

2. **Relationships** reflects the hierarchy of information in Part 1.

3. **Signals** are the correct labels that a student assigns to each piece of information or detail on Part 1.

4. **Conciseness** refers to competently using of key words and phrases as shown in the coursebook and by instructors. A text's information cannot be copied word for word.

5. **Indenting—outline:** This is supporting the hierarchy of ideas by aligning details according to their importance. For example, BG, T, MI, and C should all be aligned on the far left of a page. PSPs should be indented, or spaced over to the right about 6-8 spaces, under the MI.

Mid-term Essay: Compare and Contrast

Compare and contrast

When we compare and contrast, we say how two (or more) things are alike. These can be movies, ways to prepare chicken, or types of climates.

For this essay, you will compare and contrast two articles. You will follow a **very specific essay pattern**. This coursebook will show you **exactly** how to write the essay. **In fact, this coursebook will show you how to write every single sentence in your essay. All you have to do is follow the instructions.**

Before we dive into writing, let's look at samples.

Samples

This coursebook includes two sample articles that are compared and contrasted in a sample student essay, which is also included. In other words, the sample student essay compares and contrasts two sample articles.

You will have more success if you first learn the steps to writing the sample student essay. These are on the next page. Later, you will use the same steps to write your own essay.

(Your topic is NOT the same as the sample articles. Your instructor will email you your articles later. You do not choose your own topic.)

Sample Essay Steps

1. Read each sample article **twice**.
2. Create an outline of each article.
3. Paraphrase the MI, PSPs, **and SSPs** of the sample articles.
4. Discuss how these articles are the same and different. Focus on these two aspects:
    - Topic -- Do both articles discuss the same topic?
    - Which details are similar?
    - Which details are different?
    - What is each author's purpose of writing?
        - To inform: The writer only gives facts (positive or negative facts), but the writer does not share their opinion or give any recommendation
        - To persuade: The writer gives facts, but they may also share their opinion and/or give a recommendation
    - The two articles' writers may have the same or different purposes.
5. Read the sample student essay. As you read, notice the pattern:
    - What does the first paragraph tell you?
    - How does the student writer paraphrase the MIs sand PSPs?
    - What does the second paragraph tell you?
    - Finally, what does the third paragraph tell you?

This may seem silly since the student sample is already written. But following these steps will prepare you to write your own essay.

The following pages are in the same order as the steps above:

1. sample Article 1
2. sample Article 2
3. T-graphs to outline and paraphrase of sample article.
4. T-graph to compare/contrast sample articles
5. sample student essay

Sample Article 1

What Are the Benefits of Fast Food?

June 14, 2011 | By Karen Frazier

www.livestrong.com/article/286522-what-are-the-benefits-of-fast-food/

Fast food gets blamed for contributing to many of the United States' health problems including obesity, type 2 diabetes and increased risks of heart disease. According to "Fast Food Nation," typical fast food is high in saturated fat, calories and cholesterol. Examples of fast-food restaurants include hamburger joints like McDonald's and KFC. Other sit-down chain restaurants, like Applebee's and Panda Express, are also considered fast food restaurants because they are designed to prepare meals quickly. While fast food often gets a bad rap in the media, it has some advantages.

Fast food is very convenient. It offers quick meals for busy people. In fact, most fast-food places are so convenient, you don't even have to get out of your car. You can zip through the drive-thru in just a few minutes. In addition, there is a fast-food restaurant on nearly every street, so no one has to drive far to get dinner.

Another advantage of fast food is that it is a cheap source of energy, notes another report from MSN Money. This report ranked fast food cost-effectiveness by studying how much certain fast foods cost per calorie. The best bargains were White Castle Cheeseburger Slyders, which cost 41 cents per 100 calories and Taco Bell's Fiesta Taco Salad, which costs 48 cents per 100 calories.

Thirdly, MSN Money claims fast food sales are reliable, even during bad economic times. Despite a poor economy, people still regularly purchase fast food. Brands that are well-known for inexpensive meals, like McDonald's and Taco Bell, recorded sales growth during the 2009 recession as compared to losses at high- end restaurants.

According to the American Consumer News website, fast food franchises are respond- ing to consumers' desire for healthier food. Many fast-food chains now offer healthy options including low-fat, low-calorie foods, such as salads made with fruits and vegetables. Subway offers sandwiches made with fresh ingredients, and KFC sells grilled chicken, a lower calorie option to fried chicken.

In conclusion, fast food may contribute to poor health, but it has many benefits as well. People choose to buy fast food because it is convenient, cheap, and offers healthy choices. Fast food remains popular for these reasons, even during tough economic times. There are many reasons to eat fast food.

Sample Article 2

Benefits of Fast Foods

Feb 23, 2014 | By Natalie Stein

http://www.livestrong.com/article/259534-what-are-the-benefits-of-fast-foods/

In the United States, fast food is a contributor to dietary habits, with 11.3 percent of the total calories in the typical American diet coming from fast food. Common fast-food choices include pizza, burgers, fried potatoes and soft drinks. Many people who eat fast food have higher fat intake and poorer diets. However, you can consume fast food occasionally as part of a healthy diet if you make the right choices.

Fast food restaurants are everywhere. You can find them in large stores, such as Walmart, or glowing like a beacon on every street corner 24/7. If you don't want to leave home, you can have your meal brought to you. Going to a drive- through or using home-delivery makes eating fast food appealing.

If you want to eat healthy food but don't want to prepare it at home, you can order something healthy from a fast-food restaurant. This could include a fresh green salad or grilled chicken. Although fast food is convenient and offers nutritious choices, be wary of purchasing unhealthy foods, such as French fries and pizza, simply because they are available and delicious.

Not only do fast food restaurants offer healthy options, but they let you experience foods from various cultures. Chinese, Italian, Mexican and Middle Eastern fast-food restaurants let you try many types of dishes for lower prices than a sit-down restaurant. Though many of these international offerings may be fairly healthy, some choices may be high in calories and contain unhealthy nutrients. Consumers should make wise choices at any restaurant.

Finding a fast-food restaurant is easy, but eating well at one takes some thought. If you decide to eat fast food, look for healthy options. Not only will you pay less for a meal, but you will consume less fat, salt, and fewer calories. This is the best way to use fast food restaurants.

On your own piece of paper, create the same chart below. You will complete the outline. Then you will paraphrase the MI, PSPs, and SSPs as shown below. Please repeat the same process for Article 2.

Sample Article 1 --**EXAMPLE of Outline Chart w/ paraphrasing**	
OUTLINE T: Benefits of fast food; fast food B.G.: Typical F.F is high in sat fat, cal & chol. MI: While fast food often gets a bad rap in the media, it has some advantages. PSP1: Convenient SSP: Drive-through windows SSP: FF on nrly evry street **Please complete the outline.**	PARAPHRASING T: Adv of quick meals MI: Although speedy dishes usually receive negative attention in the news, they have a few plusses. PSP1: Easy to use SSP: Cruise by building openings SSP: Quick meal places on most roads **Please complete paraphrasing the outline.**

Sample Article 2 --**EXAMPLE of Outline Chart w/ paraphrasing**	
OUTLINE T: Benefits of fast food; fast food B.G.: 11.3% of total cal in Am diet = FF MI: Hwvr, U can consum FF occasionally as part of a healthy diet if you make the right choices. . PSP1: Everywhere SSP: In large stores EX: Walmart SSP: Can have FF delverd to U **Please complete the outline.**	PARAPHRASING T: Plusses of quick meals MI: But you can put in your mouth and chew speedy dishes sometimes as a piece of a nutrition habits if you decide wisely. PSP1: Easy to use SSP: In buildings that sell goods SSP: Quick meals sent to your dwelling **Please complete paraphrasing the outline.**

Comparing and Contrasting Sample Articles

For this next step, you will need the outlines of both Sample Articles. Please complete the chart below using the outlines so you can correctly identify their similarities and differences.

For each column, write five sentences. For example, under "Compare," you might say that both articles talk about the same topic of fast food. Under the contrast column, you might say Article 1 discusses international fast-food restaurants, **but** the other doesn't (notice the transition "but" tells you an opposite idea is coming.)

Now you only need four more items in each column! Don't forget to say if the writers' purposes are the same or not.

Compare (similar)	Contrast (different)
1, Both articles discuss the same topic of fast food. 2. Both articles/writers…. 3. Both articles/writers… 4. Both articles/writers… 5. Both articles/writers…	1. Article 1 talks about international fast-food restaurants, but Article 2 doesn't. 2. Article __ ….. 3. Article __... 4. Article __ … 5. Article __...

Student Sample Essay

ID 0000

Mr. Mickey

GENG 0004-02

Spring-1 2020

May I Have Your Order, Please?

Karen Frazier's 2011 article "What Are the Benefits of Fast Foods?" from *Live Strong.com* informs us of the many advantages of quickly prepared meals from cafes. First, Frazier explains these quickly prepared meals are accessible because they are easy to find in urban areas. A second advantage the writer mentions is that the instantly created edibles are inexpensive sources of energy units. Next, she states that places that prepare meals quickly are still popular during poor times in the national market. Finally, she reports these establishments now provide nutritious choices because diners want them. A 2014 article called "Benefits of Fast Foods" from the ***Livestrong website*** by Natalie Stein claims there is a nutritional method to consuming quick meals from cafes. Frazier's and Stein's articles have a similarity and a difference.

Frazier's and Stein's one point of likeness is that meals from speedy eateries can be nutritious. Both authors emphasize how quickly prepared food offers wholesome selections. In the fifth paragraph of her article, Frazier points out that many speedy diners have nutritious options on their menus. She explains that leafy dishes and hoagies are now options at some places. Similarly, in paragraph two of

her article, Stein describes the wholesome items some quick-eating establishments offer. One is a side dish of lettuce with other produce. Although the two writers give different examples, they both assert that healthy options exist at quick diners. However, there is a difference between the two articles that becomes clear upon a closer look at each article. Each author had a different purpose for writing her article. purposes differ. Frazier simply informs the reader that meals from speedy diners can be wholesome. Frazier only gives facts about the nutritious choices offered by promptly prepared food places in paragraph 5. She does not offer her opinion or may any suggestions. On the other hand, Stein clearly advises the reader that the most favorable dishes at quick eateries are the healthy ones. In her conclusion, Stein challenges the reader to make healthier choices. Despite the fact that both writers discuss the wholesome alternatives now available in quick-serve food eateries, they do so with different purposes.

I agree with Stein's claim that there is a wide assortment of quickly prepared food options from various countries. In paragraph three, she suggests that the international offerings from these cafes may be somewhat healthy. In 2019, I was on vacation with my family in Dallas, TX. After exploring a few museums all morning, my children became hungry, so we decided to eat at the American-Asian restaurant P.F. Chang's. While my children demanded unhealthy fried food, I wanted something healthy. I asked a server for a suggestion. The server recommended the lettuce wraps, which is a piece of lettuce wrapped around a filling of grilled chicken and vegetables. This sounded delicious, so I ordered it. After I took my first bite of a lettuce wrap, I knew I had found a new favorite meal. That

was the day I learned that healthy options exist if you look carefully. As you can see, my story demonstrates that the chicken lettuce wraps at P.F. Chang's are a healthy alternative, which supports Stein's claim that some international restaurants offer wholesome and nourishing menu possibilities.

References

Frazier, K. (2011). What are the benefits of fast foods? *Live strong.* Retrieved December 9, 2014, from http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/5616/ Super% 20Size%20Me%20-%20the%20benefits%20of%20fast%20food.docx

Stein, N. (2014). Benefits of fast foods. *Live strong.* Retrieved December 9, 2014, from http://www.livestrong.com/article/259534-what-are-the-benefits-of-fast-foods/

Compare and Contrast Essay

The Assignment

You will write a 3-paragraph essay in which you will compare and contrast two articles chosen **by the instructor.**

Introduction

You will chose one of the articles to introduce first. You will paraphrase this articles main idea, PSPs, and SSPs. Then you will introduce the second article, but o you will only include the paraphrased main idea. The last sentence of the introduce is your thesis statement (main idea). You will state that the articles share a similarity and difference.

This paragraph must be a maximum of 15 typed lines.

Body: Compare and Contrast

To **compare** means to show how things are the same or similar. To **contrast** means to show how things are different. You will compare and contrast the emphases and the authors' purposes.

Emphasis: Details from the article: Topic, main idea, PSPs, SSPs, and conclusion

Purpose: Why did the author write the article?

- to be informed – just give facts (may include positive and/or negative facts)
- to persuade (the writer may give facts, but will also share their opinion

  and/or gives a recommendation)

This paragraph must be at a minimum of 15 typed lines.

Conclusion

For the conclusion, you will choose **one** point from **only one** article. You will state if you agree or disagree (or support or not support) this point. Then you will strengthen your own opinion with a personal experience.

This paragraph must be a minimum of 10 typed lines.

FOLLOW THESE STEPS

The best way to write YOUR essay is to follow the same steps as the sample student essay.

Start with the articles from your instructor.

1. Read each article **twice**.
2. Create an outline of each article.
3. Paraphrase the MI, PSPs, **and SSPs** of the articles.
4. List how the articles are the same and different. Focus on these aspects:
    - Which details are similar?
    - Which details are different?
    - What is each author's purpose of writing?
    - To inform: The writer only gives facts (positive or negative facts), but the writer does not share their opinion or give any recommendation
    - To persuade: The writer gives facts, but they may also share their opinion and/or give a recommendation
    - The two articles' writers may have the same or different purposes.
5. Begin writing your essay following the SAME pattern as the sample student essay.

    Follow these steps and **refer to the sample student essay** for examples.

Introduction

Before you begin to write your article, choose which article you want to start with. You will paraphrase the MI, PSPs, and SSPs of this article.

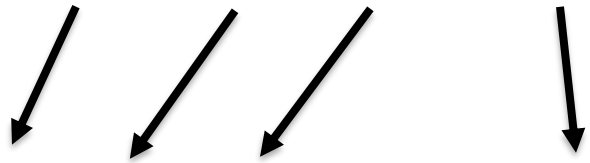
When you are ready, write your first sentence. It must include these five elements **in one sentence. The elements can be in any order:**

- author's full name
- article's title
- date
- source
- paraphrased main idea

You can follow the same pattern as the first sentence in the sample student essay.

6. Now write a sentence for each PSP + detail. Follow this pattern from the sample student essay:

EX: Transition, lastname RV … (P.PSP + detail)



First, Frazier explains these quickly prepared meals are accessible because they are easy to find in urban areas.

RV: Reporting verbs: describe, explain, report, claim, believe, suggest
P.PSP + detail = paraphrased PSP and a paraphrased detail from SSPs

7. Introduce the second article. **Use the same sentence pattern from the sample student essay.**

****You do not have to paraphrase the PSPs + details of the second article unless you need the additional typed lines to meet the requirement.**

8. You may copy/paste the **last** sentence of the first paragraph, except use the correct last names.

Body

9. Topic sentence + explain: Use the same pattern from the sample student essay. Always paraphrase information from the articles!

Frazier's and Stein's one point of likeness is that meals from speedy eateries can be nutritious. Both authors emphasize how quickly prepared food offers wholesome selections.

10. Now you have to give evidence from the first article you mentioned in the topic sentence. The evidence shows that the first article talks about the similarity you mentioned in the topic sentence + explain.

In lastname's __(number) paragraph, he/she states that… (P.PSP + details).

11. Next, you explain what the PSP means or give additional information from the article. See sentences 3-4 of the body paragraph from the sample student essay for an example of steps 6 and 7.

12. Now you introduce the similarity from the second article. Start your sentence with a transition like "Similarly." Then repeat the same pattern from steps 6 and 7 above. See sentences 5-6 of the body paragraph from the sample student essay.

13. Next use this sentence but with the correct names:

Although the two writers give different examples,
they both assert that_____ (how they are similar.)

14. These next two sentence uses a transition to show you are going to talk about the difference and explain the difference. You can use this same pattern:

However, there is a difference between the two articles that

becomes clear upon a closer look at each article. Each author had a different purpose for writing her article

15. Repeat steps 6-8 about the differences. **Please reread steps 6-8 and the body paragraph again to see the pattern.**

16. You may use this same pattern for the last sentence of your body paragraph:

Despite the fact that both writers discuss _____ (the similarity) , they do so with different purposes.

Conclusion

Before you begin the conclusion, you must choose only **ONE** PSP from only **ONE of the articles** that you agree or disagree with. You will use this PSP in steps 17-18.

17. Begin with one or two sentences that paraphrases **ONE** point from only **one** of the articles student chose to write about. Include the writer's last name.

18. The next sentence states whether you agree or not with this point, and you have a personal experience to support your point.

14. Now begin your story. It must have a clear beginning, middle, and end. If you include the answers to the questions below, you will write the right type of story.

- When did your story occur?
- Where were you?
- What were you doing there?
- Who was with you?
- What happened first? What happened second…
- What did you learn from this experience?

15. The very last sentence is the **statement of relevance**.

This sentences is very important. It connects the three elements from the conclusion:

A. How the personal story about … (short summary/what you learned)
B. supports/refutes
C. the writer's point about… (P.PSP + detail).

You can use this exact pattern:

As you can see, my story demonstrates that _____ (what you learned that's related to the PSP), which supports _____ (author's last name) that _____ (restate P. PSP again).

Formatting Your Essay

Your essay must be:

- Typed, using Microsoft Word (you cannot write by hand)
- 12 point Times New Roman font
- double spaced
- 1 inch margins on all sides
- include the heading (your ID number)
- include header
- your own title
- references page (on a separate page)

Here's an easy way to do this:

1. Open Microsoft Word.
2. Go to File —> New
3. Type "MLA" in the template. Now a document opens that has everything except the references page.
4. Delete all the pages except the first one.
5. Now hit "enter" until you get a second page.
4. To get a references page, go to File —> New
5. Type "APA" in the template. Now a document opens. Scroll down until you see the "References" pages.
6. Copy the references page.
7. Paste it onto your second page.

Student ID _____ **CRS/SEC** _____ **Date** _____ **Reader 1 2 3**

0004 Comparison and Contrast Essay Evaluation Sheet **Grade A B C D F**

_____ /100%

Format

_____Heading/Header _____ Title_____ Double-spacing _____ Size 12 Type _____ Letter size
_____ Margins_____ Indenting_____ Times New Roman _____Font Color_____ Left Justification

Introduction (15-line maximum)

_____ Article 1 Title _____ Author
_____ Source Title _____ Date _____
_____ _____
_____ Article 1 Main Idea in the student's own words
_____ Article 1 Primary Supporting Points in the student's own words
_____ Article 2 Title _____ Author
_____ Source Title Date _____ _____
_____ Main idea in student's own words _____
_____ Writer's Thesis
_____ Point of similarity _____ Point of difference
_____ comprehensible

Comparison and Contrast Paragraph (15-line minimum)

_____ Topic sentence: 1 point of similarity Comparison Point Sentence
_____ Relevant evidence from Article 1 similarity _____ Paraphrase
_____ _____ Transition

_____ Relevant evidence from Article 2 similarity _____ Paraphrase
_____ Analysis of the similarity between the two articles

_____ Transition (Introduce Difference)
_____ Relevant evidence from Article 1 difference _____ Paraphrase
_____ Transition
_____ Relevant evidence from Article 2 difference _____ Paraphrase Analysis of the difference
_____ between the two articles
_____ relevant _____ specific _____ developed _____ comprehensible

Conclusion (10-line minimum)

_____ Topic sentence: Agree/disagree with paraphrased PSP.
_____ Evidence from personal experience/observation for the
_____ above statement Statement of relevance
_____ relevant _____ specific _____ developed _____ comprehensible

Reference

_____ All articles listed _____ APA format

Target Areas of Correctness

Type of error	**Paragraph**		
Verb/Verb Tenses	1	2	3
Subj/Verb Agreement	1	2	3
Spelling	1	2	3
Capitals	1	2	3
Punctuation	1	2	3
In-text Citation	1	2	3
Possessives	1	2	3

0004 Content Grade:
A: 0 errors
B: identification errors (m, psp, etc.)
C: content error(s) in 1 paragraph-
D: content error(s) in any 2 paragraphs
F: content error(s) in any 3 or more paragraphs

0004 Correctness Grade:
A: 0-2 errors (-0 points)
B: 3-4 errors (-2 points)
C: 5-6- errors (-4 points)
D: 7-8 errors (-6 points)
F: + 9 errors (-10 points)

Reader's Comments

Persuasive Presentation

The Assignment

You will prepare, memorize, and deliver a 4-6 minute presentation in which you use one or more stories or examples to persuade the audience of your opinion. Your opinion will be whether or not a writer's idea is correct.

You may use **one** 3 inch X 5 inch notecard to help you remember your points. You may not write your presentation word-for-word on this notecard. You will show your notecard to your instructor before you make your presentation. If you read your presentation from your notecard, you will receive a 50%.

Sample notecard: front

Intro

-Karen Frazier "What Benefits of F.F?"

-Natalie Stein "Benefits of F.F."

-2011 highlights the adv of F.F.

Benefit of fast food = cost-eff of F.F.

I agree...explain F's idea =correct,

Stories/examples to conv of my opn.

Body

2 exm why agree w/ F quck prep food = inexp. 1st ex: McD; 2nd: quick meals young adult

back

Stories: Who, what, when

Conc

Counterarg: Some ppl like F = + to F.F.,

-Others = not adv; FF = bad health

-Nvrtheless, pt still stands b/c F.F. = best alter noursh.

-Why I agree w/ F

-Pps: expln op re: benefits of F.F.

-hope convinced you Frazier = good pt F.F.

The Introduction

1 min max

- Give background information, including both articles' titles and authors.
- State your purpose.

> "Good morning, everyone. Recently, in my English class, we read the article *What Are the Benefits of Fast Foods* by Karen Frazier. We have also examined the article *Benefits of Fast Food* by Natalie Stein. My purpose today is to convince you that one of these writers' points is correct by telling you about a personal experience."

- You will choose one of the articles to talk about. First, paraphrase the idea PSP that you agree/disagree with. **(You can use the same PSP and story from your essay!)**

> "I agree with Stein's claim that there is a wide assortment of quickly prepared food options from various countries that can be nutritious."

- State whether or not the story your opinion supports/refutes the PSP

> "I believe this point is correct, and I have a personal experience to support my opinion."

The Body

2-3 min

- Introduce the story that you will be telling and then share your story. Use transitions.

"In 2019, I was on vacation with my family in Dallas, TX. After exploring a few museums all morning, my children became hungry, so we decided to eat at the American-Asian restaurant P.F. Chang's. While my children demanded unhealthy fried food, I wanted something healthy. I asked a server for a suggestion. The server recommended the lettuce wraps, which is a piece of lettuce wrapped around a filling of grilled chicken and vegetables. This sounded delicious, so I ordered it. After I took my first bite of a lettuce wrap, I knew I had found a new favorite meal. That was the day I learned that healthy options exist if you look carefully."

Conclusion

1-2 min

- Give a counterargument (what other people think then give a reason, even if the reason seems silly). This should be at least two sentences.

"But some people don't agree that international cafes can offer low calorie foods. They feel that any meal not prepared at home must be unhealthy."

- Restate your opinion.

"Nevertheless, my point still stands because there are times when speedy meals are the most cost-effective choice as I demonstrated with my personal story."

- Restate your purpose.

"Again, my purpose today has been to convince you that a point from an article is correct. I hope that I have convinced you that Stein has a good point that it is possible to find nutritious meals at international eateries. Thank you"

Persuasive Presentation Script

Introduction:

Good morning, everyone. Recently, in my English class, we read the article _____ *(title)* by_____ (first last name). We have also examined the article _____ *(title)* by _____ (first last name) My purpose today is to convince you that one of these writers' points is correct by telling you about a personal experience."

I agree/disagree with _____ (last name) claim that ….(P. PSP + detail). I believe this point is correct/incorrect, and I have a personal experience to support my opinion.

Body:

2- 3 min

Now begin your story. It must have a clear beginning, middle, and end. If you include the answers to the questions below, you will write the right type of story.

- When did your story occur?
- Where were you?
- What were you doing there?
- Who was with you?
- What happened first? What happened second…
- What did you learn from this experience?

Conclusion

1-2 min

- Give a counterargument (what other people think then give a reason, even if the reason seems silly). This should be at least two sentences.

But some people think otherwise. They feel … (give a reason why people might have the opposite of opinion than you.)

- Restate your opinion.

Nevertheless, my point still stands because _____ (proof from your story).

- Restate your purpose.

Again, my purpose today has been to convince you that a point from an article is correct/incorrect. I hope that I have convinced you that _____ last name has a fair/false point about… (P.PSP+ detail). Thank you .

Student No. _____ **Class/Sec** _____ **Date** _____ **Listener** **1 2 3**

0004 Persuasive Presentation 1 Evaluation Sheet **Overall Grade** **A B C D F**

_____ /50

_____ Comprehensible _____ Notes _____ Complete

_____ **Content (40)**

	N/A	Not Accept.	Weak	Accept.	Good	Very Good	Excellent
Introduction	**0**	**5**	**6**	**7**	**8**	**9**	**10**

Background information Article(1) title/author/date _____

Article 2 Author

PSP of article in student's own words _____

Task/Thesis: _____

Body	**0**	**10**	**12**	**14**	**16**	**18**	**20**

Premise _____

Examples _____

___ specific ___ developed _____

___ organized ___ relevant _____

Conclusion	**0**	**5**	**6**	**7**	**8**	**9**	**10**

Counter Argument _____

Restatement of Opinion _____

Restatement of Purpose _____

Total _____

_____ **Correctness (5)**

Error Free
5 (1-2 errors)
4 (3-4 errors)
3 (5-6 errors)
2 (7-8 errors)
1 (9-10 errors)
Excessive Errors 0 (10+ errors)

Error Tally **Correctness Comments**

_____ Verb/Verb tenses _____

_____ Subj./Verb Agreement _____

_____ Plurals/Possessives _____

_____ **Time (5)** _____

_____ 5 (4-5) minutes)
_____ 4 (± 15 seconds)
_____ 3 (± 30 seconds)
_____ 2 (± 45 seconds)
_____ 1 (± 1 minute)
_____ 0 (> 1 minutes)

Total _____ /50

_____ Usage

_____ **Subtotal**

– _____ Self- Correction

_____ **Total Errors**

Errors in these areas affect delivery _____ Body language _____ Rate/Pace _____ Eye contact

FINAL EXAMS _____(dates)

Level 4 students take four final exams: Reading, listening, writing (in-class essay), and speaking (presentation). Students often like to know what the exams are like. The diagrams below reflect the different parts for each exam. Full explanations and demonstrations for each part of each exam are found in this coursebook.

All articles and lectures used in the exams will be provided by the instructor. The instructor will not receive the exam articles or lectures until the morning of the exams. All topics are familiar.

Reading & Listening

75 minutes per reading or listening exam

Part 1: Notetaking—**Cornell notes** from an article or lecture provided by your instructor

Part 2: Answer **FOUR** specific questions using complete sentences and formal style

Part 3: Answer **five** comprehension questions. Complete sentences or formal styles are not required.

Writing

1 hour and 50 minutes

Read an article, then write a **THREE-paragraph essay** about the article. The essay will follow a specific pattern:

a. Introduction
b. Personal story
c. Conclusion:
An original recommendation w/ 3 steps

Speaking

15 minutes to prepare to give a 3-4 minute presentation

Receive a topic/prompt from the instructor about a familiar topic (topic/prompts are usually about 3-4 sentences long).

You have 15 minutes to the do the following ***before*** you present:

1. Read the topic/prompt

2. Paraphrase it.

3. Decide if you agree/disagree with a point.

4. Prepare a personal story to support your opinion.

You need to **memorize the pattern/script in this coursebook **BEFORE** this exam.

Implied Main Idea

All of the midterm articles and lectures contained **stated** main ideas. One of the sentences of the introduction was the main idea. Now you will have implied main ideas for both reading and listening final exams. However, a main idea is a main idea, regardless if it is stated or implied.

MI: Topic + Controlling idea (how PSPs are related)

An implied main idea is **not** a sentence in the article or the lecture, but you already know which two elements you need to create a main idea: a topic and a controlling idea.

Let's review a little about main ideas.

1. What is the best way to find an article's topic?
   a. read the first and last paragraphs
   b. look for the most interesting word/phrase
   c. read the entire article and look for repeating words/phrases (or synonyms)
   d. press the article against your ear so it can whisper the topic to you.

2. What is the best way to figure out an article's controlling idea?
   a. read the first and last sentence of each body paragraph
   b. look for the transitions
   c. read the entire article to identify the PSPs, then analyze them for a relationship (cause/eff, compare/contrast, historical chronology, or any other specific mode)
   d. close your eyes and make a wish

3. Is an implied main idea a complete sentence using the topic and controlling idea you picked out?
   a. Of course..
   b. Naturally.
   c. Without a doubt.
   d. Affirmative.

Finding implied main ideas takes practice, but practice just means it's possible. Your Townsend Press reading book has an entire chapter on implied main ideas.

For now, let's look at some practices that focus **only** on creating main ideas. The following are completed outlines that are missing the main ideas. The topic is completed for you, but you have to look at the PSPs to find the controlling idea.

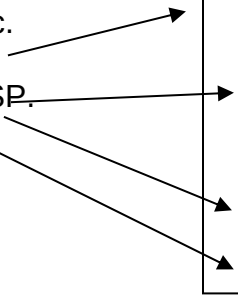
Finding an Implied MI Practice

Direction: Use your class notes to help you find or write the implied main idea for each sample outline.

EXAMPLE:

1. Read the topic.

2. Read each PSP.



T: work stress

MI: _____

PSP1: Step out

SSP: Leave room = physclly away fr/ prob

PSP2: Take deep breaths to release tension

PSP3: Imagine peaceful place to distract yourself fr/ stress

3. You may need to read the SSPs, too. Sometimes a PSP isn't clear enough. For example, PSP1 just days "step out," which doesn't give you enough detail because "step out" has many meanings (a dance step, to cheat on a spouse, to leave a room). However, if you read the SSP under it, you learn that "step out" means to leave the room.

4. Each PSP is about the topic, but what does each PSP tell you about the topic?

For example: What does "step out" tell you about "work stress"?

or How is does "work stress" related to "step out"?

Ask yourself this question for each PSP. This will help you find the **controlling idea** among all the PSPs. The **controlling idea** explains how the PSPs are connected or what they are talking about.

SAMPLE COMMON CONTROLLING IDEAS (this is not a complete list):

* list of advantages or disadvantages
* list of suggestions
* steps to do something
* a problem and solution
* the history of an event

5. After you think of a way that explains how ALL of PSPs and topic are related, write the implied MI on the MI line of the outline.

HINT: **You can use "There are…" as an easy way to start an implied MI.**

REMEMBER: Include the **topic** and the **controlling idea** in your MI.

But just the topic + controlling may not be a COMPLETE sentence.

Incomplete MIs examples:

a. work stress ways to handle work stress
b. ways to handle work stress

If you have an incomplete MI, you will have to add enough words so it is complete. All main ideas are COMPLETE SENTENCES.

>> Here's an easy fix: <u>There are</u> different ways to handle work stress.

Another way to START a sentence is by using the TOPIC first then the controlling idea (this may not always work):

EXAMPLE: Work stress can be relieved in different ways.

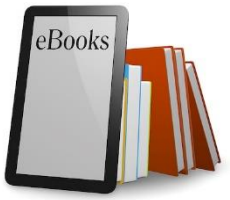
NOTE: There is more than one way to write the same implied idea.

Directions: Follow the above steps to find the implied MI. It is okay if your MI isn't identical to your classmates' as long as you have the same topic and controlling idea (or synonyms).

***NOTE: These outlines don't include BG or C because the BG and C are not enough to identify the topic, and the conclusion doesn't have to include a summary.**

****On your reading and listening exams, you must write BG and 2 types of conclusions plus their key words/phrases on your reading and listening finals. Also, on your exams, you must list ALL PSPs and 3 SSPs for each.**

OUTLINE 1
T: Poplr eBooks for men
MI: _____
PSP1: 32% men enjoy action
SSP: historical, war stories
SSP: fantasy
PSP2: 18% yng men like bloody horror
PSP3: 50% graphic non-fiction novels = new trend
PSP4: 12% males only read DIY*
SSP: home repairs, furniture making
*Do-It-Yourself



OUTLINE 2

T: secondhand* smoke (*when you breathe in the smoke from someone else's cigarette)
MI: _____

PSP1: asthma
PSP2: arteries loose flexibility
PSP3: ear infection
PSP4: ovarian cancer

Directions: For the three outlines below, **only part** of the topic is written. You must look at the PSPs and and SSPs to complete the topic as well as write the implied MI.

OUTLINE 3

T: flight attendants _____
MI:

PSP1: Passengers
SSP: trvlrs won't wear masks → must convince to put on mask
SSP: Drunk pssngrs → keep them calm

PSP2: Turbulence (bumpy ride)
SSP: May fall over or trip in aisle whil givng drinks/snacks
SSP: Comfort scared pssngrs

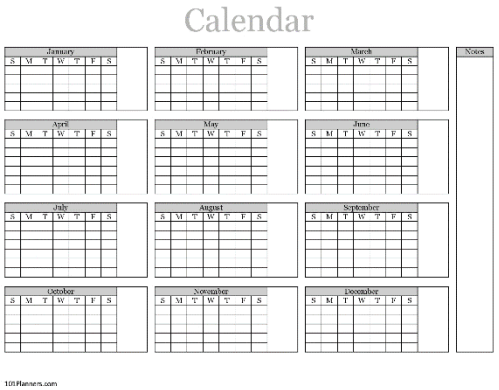
PSP3: Plane malfnctn (defect)
SSP: Movie not work → cranky travlrs
SSP: Emrgncy landing →help everyone 1st

PSP4: Illness
SSP: Personal illness
-diarrhea, migraine, sore on toes fr/ standing a lot
SSP: Travlr illness
-heart attack, give birth

***OUTLINE 4**

T: smoking_____
MI:

PSP1: <u>Before 1960</u>
SSP: Doctors recmmd smking = lose weight
SSP: Ads showed beautiful women smoking
PSP2: <u>1960s CHANGE</u>
SSP: Increase in lung cancer
SSP: 1969 – cancer warning put on cigs
PSP3: <u>Smoking bans</u>
SSP: 1989 – airplanes
SSP: in restaurants – city by city
-El Paso, TX: 2002



Outline 5

Topic: natural disasters_____
MI:

PSP1: Communities
SSP: Set up shelters
--**U** set up cots for othrs in school gym
SSP: Locat missing ppl
--**You** use phone trees (calling others) to find ppl
EX: “Is Mr. Smith @ UR location?”
PSP2: Animls
SSP: Larg animals → mov to high ground
--Let emrgncy vet use **<u>UR truck</u>** to driv sheep/goat to safety
SSP: Small pets → find temp homes/food
--Share **UR** animal-friendly food
PSP3: Emergency services
SSP: **v**olunr to hand out food, blankes
SSP: **f**eed emrgncy workrs

Cornell Notes

On your reading and listening midterms, you created outlines. For your reading and listening finals, you will still create outlines, but you will add two new elements so your outline becomes Cornell notes. The two new elements help you make your notes a better study tool for you. Each of these elements is one point. On the left of your regular outline, you will create a column. This is the cue column. Write one wh- or how-question for each of these in the cue column: **BG, T, MI, each PSP, and 1 for the C.** (Wh-questions begin with one of these words: who, what, when, where, why, and which; "how" can be considered a wh-word).

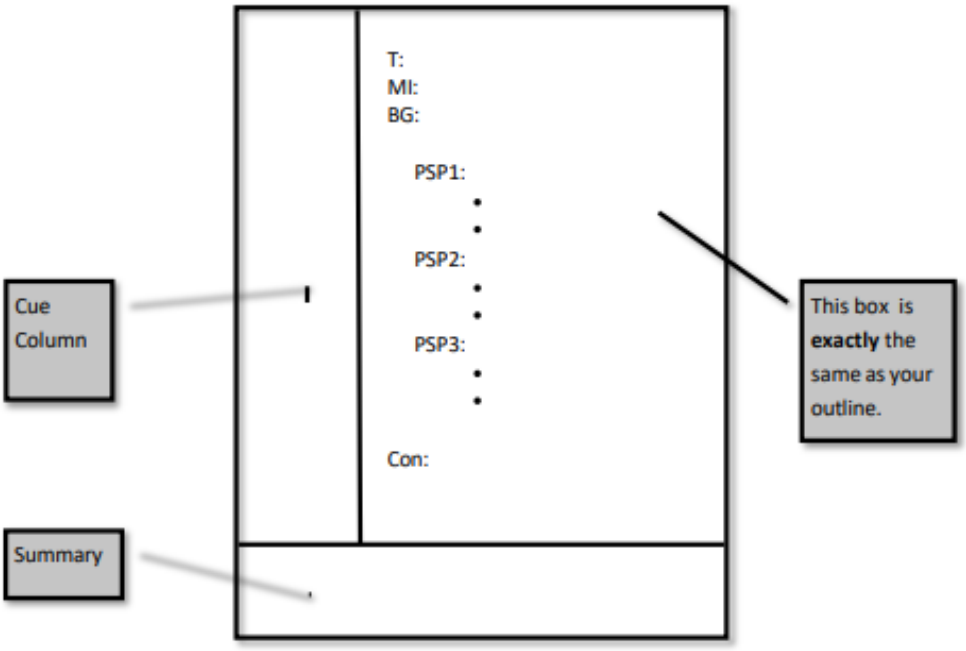
Your questions have to be related to the part of the outline, such the cue for BG has to refer to something in the BG; however, the answer doesn't have to be on your notes.

Do not use the same wh-word every time. Use a variety of wh-words. **Do not write Yes/No questions.** Cue column questions are supposed to help you remember your notes and also help you find areas of weakness.

On the bottom of the summary, you will add a box. This is the summary box. You write two sentences in this box: **The writer/speaker tells us that…(the MI). The writer's/speaker's PSPs are _____ (list all the PSPs; write out any abbreviations or symbols). You do NOT paraphrase on Part 1 since Part 1 is your notes.**

➔ **Use the guide on the next page to remind you what to include in your Cornell notes.**

Cornell Notes: Quick Guide



Cue Column:

Here you will enhance your outline by adding extra notes not found in the outline. Each cue can be a:

- **Question:** Your cue column will have a question, and the answer will be found in your outline.
- **Vocabulary word:** Define a key word from your outline.
- **Category:** Group the points in your outline in some meaningful way.
- **Test Alert/Review:** Give any *additional* information that may be helpful.

Important

- You must give **one cue for your T, MI, BG, Con,** and **one cue for each PSP.**
- You will not receive credit for a cue if you simply repeat information from your outline, or if your instructor feels the cue is irrelevant.

Summary Box:

Your summary box will include at least one sentence including the MI, PSPs and conclusion of the article. As always in note-taking, **there is no need to paraphrase**.

Cornell Notes Example

(The article for these Cornell notes is on the next page.)

CUE COLUMN	
BG: What are the common fears?	BG: Afraid to ↑ weight /low body weight/fear of being fat
T: Who suffers from anorexia?	T: Anorexia causes
MI: What's the focus of anorexia?	MI: There = svrl causes of anorexia PSP1 ↓ wrthless persnl. feeling SSP: self-estm SSP: uselss SSP: valulss
PSP1: Why does a person have low self-esteem?	
PSP2: When might a person develop anorexia?	PSP2 Stressful lif evnts SSP: Workng undr pressr SSP: affcts schedul SSP: stop vital activities
PSP3: How do cultural influences affect weight?	PSP3 Cultrll inflnces SSP: beauty/extrem thinness SSP: starvtion diet SSP: use products for rapid weight loss
C: Where can you find a helpful phone number?	C: SUM: Causes of anorexia =worthlss prsonl feelngs, stressful life evnts, & cultural influncs. REC: If U feel loved one has eatng disordr, find hotline phon #online.

SUMMARY BOX

The writer tells us there are three causes of anorexia. The writer's PSPs are feelings of worth- lessness, stressful life events and cultural influences regarding beauty. The writer recommends contacting a hotline if a loved one has an eating disorder.

Text for previous page's Cornell Notes

IMPLIED MAIN IDEA

Hidden Hunger

By Laure Blass

Have you ever felt afraid of gaining weight? If the answer is affirmative, just be careful. Sometimes wishing to have a perfect body can be dangerous. A very well-known disease called anorexia is an eating disorder characterized by low body weight and fear of becoming fat. Even when anorexia is linked to a physical condition, the real causes of anorexia are related to an individual's emotionality. The purpose of this essay is to discuss the main causes of anorexia which are worthless personal feelings, stressful events in life, and cultural influence of the country where the person is living.

The first cause of anorexia and, in my opinion, the most important is a worthless personal feeling. A person who has a low self-esteem usually feels useless and valueless, despite achievements in his life, and he doesn't like the way he looks. These feelings cause the individual to feel rejection and an alleged pressure from the society. As a consequence, an anorexic person is always looking for the perfection.

The second and an important cause of anorexia is the existence of stressful events in life. It is usually that you feel stressed and worried when you are working under pressure, or it is common that you suffer nervousness as a consequence of experience life changes. These situations begin to affect your schedule and you stop doing some vital activities to stay healthy. In the case of anorexia, a person begins to stop eating in the right times or even stop eating.

The third and final cause of anorexia is the cultural influence of the country where the person is living. It is very common that some societies consider that the ideal beauty is based in extreme thinness. Nowadays, this idea has caused thousands of women and men to go on starvation diets or use products that supposedly make them lose weight in few days. The use of these products is originated just by the idea of body perfection.

As you can see, the causes of anorexia which are worthless personal feelings, stressful events in life, and cultural influence of the country where the person is living, are situations that can look normal, but that can have deathly consequences. If you feel someone you love has an eating disorder, call a hotline. You can find a number on the internet.

Practice article for outlining. Use the following page to outline this article.

IMPLIED MAIN IDEA

REMEMBER: The MI is not always the last sentence of the introduction. The PSP is not always the first sentence of the paragraph. An article/lecture can have any number of PSPs, but each PSP has at least two SSPs

Rising Temperatures, Rising Problems

by May Dupp

Scientists confirm that Earth's atmospheric temperature is increasing because of dangerous gasses. Most of these gasses are created by factories and machines that humans have created. This global warming causes many problems that threaten life on our planet. Two of these issues concern water. Unfortunately, there are no quick solution for global warming.

For centuries, flooding was a grave concern for populations residing near rivers. However, there is a new type of flooding caused by global warming. Global warming causes the sea level to rise. This type of flooding especially effects countries that are below sea-level. They experience more floods and their prolonged devastation every year. As the sea level rises, this water-related catastrophes will only worsen, killing more people, destroying more homes, and creating more poverty. It's even possible that the sea level may rise so high that it covers some countries completely, forcing those countries' residents to flee and become refugees, possibly in countries that struggle to feed their own citizens.. These displaced individuals will have to build new lives.

Another problem caused by increased temperatures is drought. Overall rainfall and snowfall decreases over the years, underground water sources shrink, and rivers dry up.. California is a good example of this. Years ago, California farmers had plenty of water, so they planted crops that needed it. They grew avocadoes and oranges. But California continues to suffer on-and-off again drought conditions, and farmers cannot rely on having enough water. So they are growing crops that require less moisture. Some farmers are trying to grow grapes and dragon fruit.

Finally, trouble caused by flood and droughts creates political problems. One state may have plenty of water, but it doesn't want to share with other places because it worries it won't have enough for its people. This is an actual problem with the Colorado River and the multiple states the depend on the water from this river. Also, countries that are above sea-level may struggle to feed and house refugees from flooded areas. Should all of the refugees relocate to the closest higher country? Who decides where displaced persons should go?

Earth's increased temperature is creating a lot of difficulties. Two of these issues are too much water in some places, and not enough water in others, and both lead to political struggles. Humans must find ways to stop global warming before entire nations are lost. It will be a sad commentary on humanity if future maps are missing a few countries because of global warming

Part 1: Cornell Notetaking

Directions: In the right column, create an outline from the lecture provided by your instructor. Your outline must reflect a completed outline pattern as explained and demonstrated in your coursebook and your instructor's lessons, including an implied main idea. On an outline, the most important points are placed on the left edge of the paper. Lesser important points, which are typically ideas that support the main points, are indented to the right. Each set of lesser important points is indented farther to the right. You must also complete a cue column and summary box as explained and demonstrated in your coursebook and by your instructor. You may use a second page if your Part 1 notes need additional space.

Part 2: Final exam

Part 2 is the same format for all exams in Levels 3-6. Part 2 tests different skills from Part 1, but Part 2 uses the same article or lecture you use for your map. Part 2 measures a student's ability to follow instructions and write complete sentences in a formal style. This sounds simple because it is. However, if a student fails to follow directions, then the student may fail the exam.

On Level 4's reading and listening final exams, Part 2 has **four** (4) questions. The reading midterm exam and the listening midterm exam use the **same four questions**. The first two questions are about identifying and explaining the main idea; however, since you will have implied main ideas, you may see this phrase: "a suitable main idea" instead of "the writer's/speaker's main idea."

Part 2 allows you to demonstrate your ability to answer questions about the article (or lecture) using complete sentences and formal style. You must use the formal style and patterns explained and demonstrated by your coursebook and in-class lessons.

The questions in Part 2 are as follows:

Directions: Answer the questions below in complete sentence(s) and formal style.

1. Identify a suitable main idea for this article. (2 points)
   _____

2. Explain why you think this is a suitable main idea for this article in your own words. (1 point)
   _____

3. Identify the writer's/speaker's primary supporting points. Do not copy full sentences. (2 points)
   _____

4. Explain the writer's/speaker's _____ primary supporting point in your own words. (1 point)
   _____

When you answer Part 2 questions, always use the same **three** steps:

1. Begin your answer with part of the question.
2. Add the required word(s)
3. Answer the question.

Remember: "Explain…in your own words" means to paraphrase using **very** specific rules.

Let's take a closer look at how we answer each question.

1. Identify a suitable main idea for this article.

step 1 (dashed underline) step 2 **(bold)** step 3 (underlined)

Your answer: The writer's main idea **is** there are several causes of anorexia.

2. Explain why you think this is the writer's main idea in your own words. = paraphrase the MI

step 1 (dashed underline) step 2 **(bold)**

Your answer: I think this is the writer's main idea **because the rest of the article**

step 3 (underlined)

explains the multiple reasons why someone could develop anorexia.

3. Identify the writer's primary supporting points. Do not copy full sentences.

PSP 1

The writer's/speaker's primary supporting points are **worthless personal feelings, stressful life events**, and **cultural influences.**

PSP 2 PSP 3

All you need to do here is

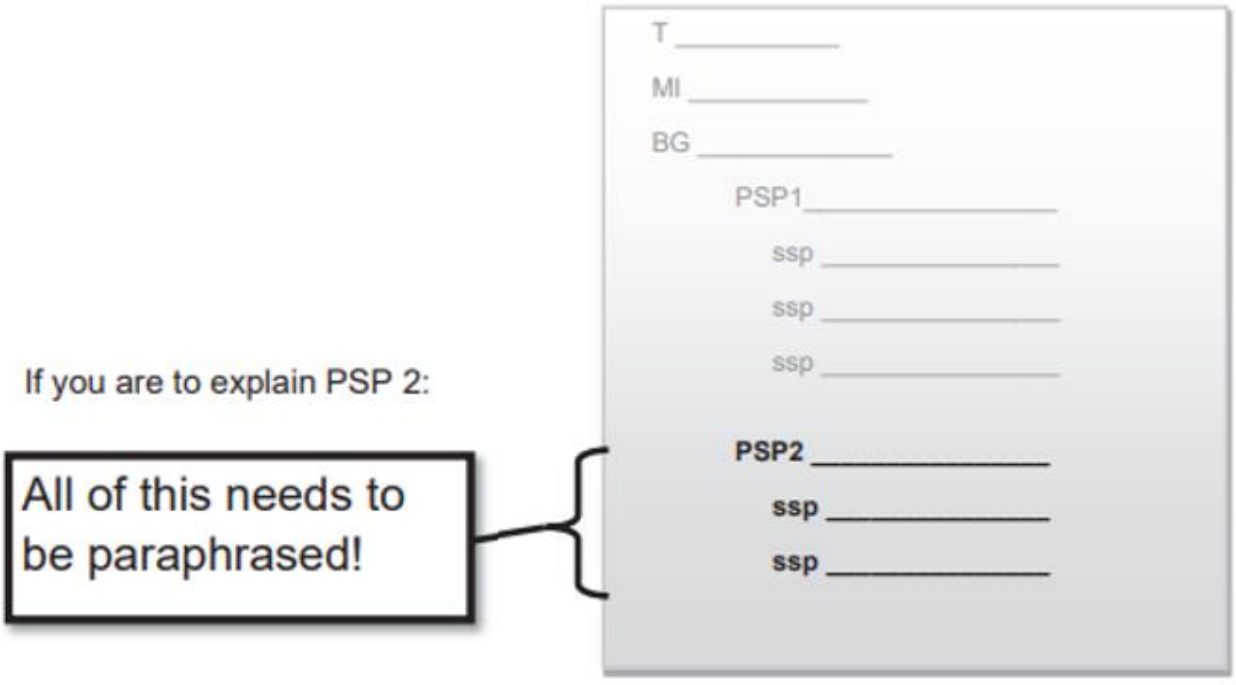
- ➔ **copy all your PSPs from your outline** into your answer.
- ➔ make sure your answer is written as a sentence (and **not** a vertical list).
- ➔ Do not include transitions like "first of all".

4. Explain the writer's/speaker's _____primary supporting point using your own words. Your explanation must show that you have read/grasped the whole paragraph/point. **(The exam will tell you which PSP to talk about, like "first" or "third." Also, THIS IS THE ONLY PART 2 ANSWER THAT SHOULD BE 2+ SENTENCES.**

Paraphrased PSP

The writer's second primary supporting point is having to live through situations that cause anxiety. The writer tells us that this could be caused by a very demanding job that leaves us with a very challenging routine and an end to healthy pastimes.

Paraphrased SSP 1 + Paraphrased SSP 2 + Paraphrased SSP 3



You will be required to explain *only one* of the PSPs in the article/lecture. You must **paraphrase the PSP and at least two correct SSPs** in your answer.

This is what **Part 2** looks like on your reading or listening exam

Student ID _____ **CRS/SEC** IENG/GENG 0005____ **Date** _____

Part 2 – Global Skills Application/Comprehension

Part 2 allows you to demonstrate your ability to answer questions about the **lecture** using complete sentences and the formal style shown and explained in your coursebook and by your instructor.

Answer the questions with a complete sentence and formal style as required by the coursebook.

1. Identify a suitable main idea for this article. (2 points)

2. Explain why you think this is a suitable main idea using your own words. (1 point)

3. What are the writer's primary supporting points? (2 points)

4. Explain what the writer says about the SECOND primary supporting point. (1 point)

Below is a slightly challenging Level 4 article you can use as a practice test.

Fairy Tales Reflect Reality

Fairy tales are often thought to be charming and benign stories for children. But this isn't how they were originally told.

To begin, the Disney version of "Cinderella" is about a young woman who is mistreated by her family. She must do all the cooking, cleaning, and sewing for her evil stepmother and two evil stepsisters. She is saved from a life of servitude when a prince declares he will marry the woman whose foot fits a glass slipper. When the prince slides the glass slipper on Cinderella's foot, it fits perfectly. She and the prince marry and they live happily ever after.

However, the original version is a bit more gruesome. Body parts are sliced off, which evokes images of blood and bones. In the first form of this tale, Cinderella's evil step sisters are so desperate for their feet to fit the glass slipper that one cuts off her toes and the other slices off her heel. Regardless of their amputations, their feet still don't fit the slipper, and they the live unhappily ever after.

Another popular fairy tale that is more violent in its original story is "Little Red Riding Hood." A young girl's nickname is Little Red Riding Hood because her cloak is red and has a hood. But most of the story is about her grandmother and a wolf. A wolf visits the grandmother and swallows her whole. The grandmother's fate seems doomed until a helpful woodsman cuts open the wolf's stomach. This scene encourages mental pictures of guts, gore, and more blood. But the grandmother emerges from the stomach, no worse for wear.

To contrast, the modern version doesn't require the woodsman to perform any emergency surgery on the villain. In fact, the woodsman just scares the wolf so badly that it coughs up the grandmother. She is unaffected by her time in the wolf's digestive system. Not wanting to hang around any longer, the wolf runs away, and everyone lives happily ever after.

Stories change over time. In the past, kid's stories reflected the maimed people they saw and the violent deaths they witnessed. In today's bubble-wrapped world, children's tales demonstrate the decrease in violent deaths. What will fairy tales be like in another 100 years?

EXAM TOTAL _____/100 points

Student ID _____ **Class/Sec** IENG/GENG 0004 **Date** _____

IENG/GENG 0004 Reading FINAL Exam

Part 1: Not-taking—Cornell notes = 45%

Part 1 will be 0% for any of the following: 1.Uses a format other than the one mentioned above.
2. Does not fully address the **text** (article/article).
3. Is illegible (the grader cannot read the student's writing).

BG _____ /1 point
T _____ /1 point
MI _____ /3 points (Must convey *all* of the MI's meaning.)
PSPs _____ /__ (Each PSP is 2 points.)
SSPs _____ /__ (Each PSP must have **2** correct SSPs.)
Con _____ /2 points
Summary box _____ /1 points
Cue column _____ /1 point
Content subtotal _____ /__ points

Assoc/Struct _____ /5 points

Association/Structure: Symbols/abbreviations = 1 Relationship (organization) = 1 Signals (labels) = 1 Indented = 1 Conciseness (key words/phrases) = 1

Part 1 subtotal _____ **/__ points x ____ % = ____/45%**

Part 2: Global Skills Application = 45% (content) + 5% = 50%

MI 1. Identification _____ /2 points
2. Explanation _____ /1 point
PSP Identification _____ /2 points
Explanation _____ /1 points

Part 2 subtotal _____ **/6 points x 7.5% (45%)**

Grammar and Punctuation _____ **/5 points (5%)**
-1 point for each error up to -5 points.
For example, if there is a spelling error in the answer for question #4, then there will be a tally mark in column 4 in the spelling row.

Grammar and Punctuation (for Part 2 only)				
Verbs/Tenses	1	2	3	4
SV Agree Subject Verb Agreement: singular S+ singular V; plural S + plural V; non-count S + singular V;	1	2	3	4
Spelling	1	2	3	4
Punctuation (including possessives)	1	2	3	4
Capitals	1	2	3	4
Syntax (word order)	1	2	3	4

Part 3: Specific Information Questions

Part 3 subtotal _____ **/5 points (5%)**

TOTAL _____ **/100 points**

Grader's comments:

_____

_____

Note-taking: Grading Guidelines

Format, Completeness, and Clarity

If a student's Part 1 uses a format other than the one specified on the exam (map, outline, Cornell notes), then the student earns 0% for Part 1. If Part 1 does not address the full content of the **text** (lecture/lecture) or is unreadable, then the student automatically earns 0% for Part 1. Students MUST follow the directions on the exams, which are supported by the coursebook and lessons by the instructors.

Content

Content is the information on Part 1 that comes from the text. Part 1 will be evaluated using the weights below

Background	1 point
Topic	1 point
Main idea	3 points
Primary Supporting Point**	2 points each
Secondary Supporting Point	1 point each
Conclusion	2 points (1 point each)
Summary box	1 point
Cue column	1 point
Total Points	**TBD**

****** A text is not required to have a set number of PSPs, but students are required to identify **all** PSPs in their notes (Part 1). Therefore, the total number of points from the content will vary, depending on how many PSPs a text has. For example, if a text has two PSPs, then the total points from the PSPs is 4. If a text has five PSPs, then the total number of points from the PSPs is 10. Students must accurately identify ALL PSPs from the text.

Students should identify as many SSPs as accurately as possible to provide complete notes in Part 1. Complete notes measure students' comprehension and analysis of the text.

Association/Structure

Association/Structure is the visual description of how the pieces of information or ideas in Part 1 are related. Part 1, no matter which type of notes the exam requires, must **visually** show the hierarchy of ideas, which ideas support others, and all pieces of information must be labeled correctly. Students are expected to reduce information according to the consistent principles taught in the coursebook and by their instructors so that their exam notes (Part 1) may be understood by an adult who has not read or heard the text.

***Each item below is worth one point total.** For example, if a student makes one or many indenting errors on Part 1, only 1 point may be deducted from the exam score because indenting is worth 1 point.

1. **Symbols/Abbreviations** refers to commonly used signs (such as $ for money) or reduced forms of words, terms, or concepts.
2. **Relationships** reflects the hierarchy of information in Part 1.
3. **Signals** are the correct labels that a student assigns to each piece of information or detail on Part 1.
4. **Conciseness** refers to competently using of key words and phrases as shown in the coursebook and by instructors. A text's information cannot be copied word for word.
5. **Indenting:** This is supporting the hierarchy of ideas by aligning details according to their importance. For example, BG, T, MI, and C should all be aligned on the far left of a page. PSPs should be indented, or spaced over to the right about 6-8 spaces, under the MI.

In-class Essay (Writing Final)

The in-class essay, or the writing final, will take place **entirely** during a one hour + 50 minutes period on **one day**.

- You will **NOT** know the topic before the day of the in-class essay (writing final).
- In fact, your instructor will **not** receive the topic until the morning of the exam.
- However, you will use a *similar* pattern as your mid-term writing essay (L3: reaction essay; L4: compare and contrast; L5: **personal application; L6 …)**
- Also, you can practice writing in-class essays on your own. You can find articles in your online reading book.

On the morning of the exam, your instructor will receive an article about a common topic. Your instructor will email you this article. This is the article you will write your in-class essay about. HINT: Look in the article for synonyms to help you paraphrase!

You will have 1 hour + 50 minutes to do ALL of the following:

1. Read an article.
2. Paraphrase it.
3. Write a three-paragraph essay:

   Introduction (just like your mid-term essay)

   Your personal experience (just like your mid-term essay)

   Conclusion—This will be a recommendation. You have NOT written a recommendation yet. The recommendation follows a <u>very specific</u> pattern.

Since you have already learned how to paraphrase an article in an essay's introduction, give your opinion about one of the writer's points and support it with your story, let's look at how to write a recommendation. In other words, let's look at how you should write the **third** paragraph of your in-class essay (writing final).

Your recommendation **must** follow a specific pattern. The next few activities teach you this specific pattern. Look at the three elements on the below. These are the elements in order you will need for your recommendation.

Elements of a recommendation (synonym: suggestion)

a. a specific problem that is related to the first or second part of your essay

b. recommendation = specific process/steps of recommendation

c. a specific result

The most difficult part of writing a recommendation for most students is writing **one** recommendation with **three connected** steps. What does this mean? Let's look at an example recommendation paragraph so you can see how the specific steps should depend on each other.

EXAMPLE 1

If anyone needs to wash their car very well, I have a recommendation. First, you must spray your car with water. Second, you will use a sponge and a bucket of soapy water to wipe soap all over the parts of the car you just sprayed. Finally, you should spray off all the soap. Before you finish, double-check that you have washed off all the soap. If you follow my advice, you will successfully cleans the outside of your auto.

What is the specific problem this recommendation is about? _____

_____

What is each step? Please write their key words below.

Step 1: _____

Step 2: _____

Step 3: _____

What will the result be if you follow this recommendation? _____

_____

Example 1 is **one** recommendation with **three** steps that connect to each other. They depend on one another. If you moved step 3 so it is before step 1, when it the recommendation won't make any sense. Why would you rinse off the soap before you even put it on? Also, if you didn't do the steps in the right order, you wouldn't get a successful result.

It is possible to *think* you have written a recommendation, but in fact you have not. Instead, you have written about a topic with three possible recommendations. Let's read this example:

EXAMPLE 2

> If anyone wants to wash their car very well, then I have a recommendation. First, you must get water and put it on your car. Don't forget to get the top, sides, front and back, all the windows and tires. Second, you should ask your friends to help because this will make washing your car more fun. Finally, you should go to a large car wash machine and let the machine do all the work. If you follow my advice, you will successfully wash your car.

Directions: List the three steps below (just the key words):

Step 1: _____

Step 2: _____

Step 3: _____

- Can you move step 2 before step 1 and get the same result?
- Can you move step 1 to the end and get the same result?

If you can move the steps around without affecting the result, then you do not have one recommendation with three steps. Instead, you have **one** topic sentence/problem and **three** recommendations. These three "steps" do not depend on each other. It doesn't matter what order you do them in.

So what do you do if you realize you have three recommendations? Choose **one** of them and break it into **three** steps.

Let's take the second idea of "ask your friends" and break it into three steps.

Step 1: You should ask your friends to help you wash your car.
Step 2: (What is the next step after asking your friends to help you wash the car? Maybe one friend sprays your car while another puts soap on it?)
Step 3: (What's the last action your friends can do? Whatever you decide, it must logically follow and support the step 2. Perhaps everyone can use clean towels to dry the car.)

What does this recommendation look like in a paragraph? Let's read example 3 to find out.

EXAMPLE 3

> If anyone needs to wash their car thoroughly, I have a recommendation. First, you should ask your friends to help you wash your car. Second, you should ask one friend to spray your car with water from a hose before another friend puts soap on the car and after the soap is applied. Third, you and your friends can dry the car with clean towels. If you follow these steps, you will successfully cleanse your vehicle's exterior.

This conclusion is a little weak. Sure, it follows the requirements of **one** recommendation with **three** steps, but it doesn't provide any details. The conclusion doesn't try to answer any questions a reader might have, such as

- why should you ask friends to help you?
- how does spraying the car before and after the soap improve the cleaning process?
- can drying the car with towels be more exciting?

Now read the **revised** paragraph on the next page. Notice how the detail gives you (the reader) a better understanding of the recommendation.

EXAMPLE 4

If anyone needs to wash their car thoroughly, I have a recommendation. First, you should ask your friends to help you wash your car. **This will make the job more enjoyable**. Second, you should ask one friend to spray your car with water from a hose before another friend puts soap on the car and after the soap is applied. **Putting water on before the soap helps the soap work better, and the soap must be rinsed off after it's put on.** Third, you and your friends can dry the car with clean towels. **You can add more fun by seeing who can dry their part of the car the fastest.** If you follow these steps, you will successfully cleanse your vehicle's exterior.

This revised paragraph answers some questions a reader may have, and this revised paragraph gives the reader a better understanding of what the writer is suggesting. The details explain

- why you might want to ask your pals to help.
- the point of spraying the care *twice* with water.
- how to make towel-drying more exciting.

When you write an email, text message, letter, or essay, **you** must include enough detail to help **your reader** understand **your idea**. That is your job as a writer.

When you write your in-class essay (the writing final), you **must** add detail, too.

DIRECTIONS: Answer the questions below. Use the information about how to write the third paragraph of your in-class essay (the recommendation).

1. How many steps does your recommendation need?

2. How can you give the reader a better understanding of your recommendation or idea?

3. After you write the conclusion's topic sentence about the problem (if anyone needs/wants to…), how do you check that your three steps are connected?

4. What can you do if you find you wrote three recommendations instead of hree steps and one recommendation?

Basic Recommendation Practice

(the third paragraph of the in-class essay; also called the conclusion)

Directions: Read the topic sentence of a recommendation (third paragraph/conclusion of the in-class essay). Then choose the three steps that support this recommendation. Write 1 next to the first step, write 2 next to the second step, and write 3 next to the third step. Write 4 next to the concluding sentence. HINT: Look at the SAMPLE paragraphs about washing cars. **There is only ONE correct set of sentences.**

Practice 1A

Topic sentence/problem: If anyone wants to learn how to their smartphone, I have a suggestion/recommendation.

____ a. You should ask your friend to show you how to use it.

____ b. You should look on YouTube for a helpful video.

____ c. You should ask children for help.

____ d. If you follow these steps, you will successfully learn to use your smartphone.

____ e. You should find a friend with a similar smartphone.

____ g. You should practice using your smartphone while your friend watches.

Directions: After you have confirmed with your instructor that the sentences you chose are correct, now choose the correct **details** that go with the three steps. Note: Two of these sentences will not be used. **There are only THREE correct sentences. (See the next page.)**

Practice 1B

____ h. This way your friend can help you if you make any mistakes.

____ i. You might want to take notes as you watch.

____ j. Small children love to play with any kind of smartphone.

____ k. After you learn to use your smartphone, you can download apps.

____ l. This should be easy to do because most people have either an Android or iPhone.

Directions: After you have confirmed with your instructor that you have chosen the correct details, please write the order of the both sets of sentences below. First, write the letter of a step, then its detail. Below is an example to help you, but it is ONLY an example:

EXAMPLE ONLY

Topic sentence: If anyone wants to learn how to their smartphone, I have a recommendation.
Step 1. h (The imaginary student believes sentence **h** is the first step
Detail: j (The imaginary student believes sentence **j** supports sentence **h**.)
Step 2: c (The imaginary student believes sentence **c** is the second step
Detail: I (The imaginary student believes sentence **l** supports sentence **c**.)
Step 3: a (The imaginary student believes sentence **a** is the third step.)
Detail: k (The imaginary student believes sentence **k** supports sentence **a.**)
Concluding sentence: b (The imaginary student believes sentence **b** should be the last

YOUR ANSWERS

Step 1: _____
Detail: _____
Step 2: _____
Detail: _____
Step 3" _____
Detail: _____
Concluding sentence: _____

Directions: After you have confirmed with your instructor that you have chosen the correct details, write the entire concluding paragraph, starting with the topic sentence in the previous examples. **Add transitions!**

Practice 2B

Directions: Read the **pair** of recommendations. Identify which recommendation is **one recommendation** with **three connected steps**. (The other recommendation will actually be about one topic but three separate recommendations.)

Example 1	Example 2
If anyone wants to plan a family activity on a limited budget, I have a suggestion. First, you should look online for nearby attractions. These attractions should only be one-two hours away so you will not have to pay for a hotel. Second, make a list of these attractions, including miles from your home and any fees, such as entrance fees. This way, you can compare overall prices of different activities. Finally, you can compare your list with your budget to choose an activity that fits. If you follow my advice, you will plan a successful family event with limited money.	If anyone wants to plan a family activity on a limited budget, I have a suggestion. First, you should look online for attractions that aren't too expensive or far away. The closer to your home, the better so you won't have to spend as much money on gas. Second, you should ask your best friend where they might go. Friends know you best, so their suggestions are usually useful. Finally, look in the newspaper or online for coupons and discounts. Often an attraction will offer a discount. If you follow my advice, you will plan a successful family event with limited money.

Practice 2B

As you know, only one of the examples above is **one** recommendation with **three** steps that depend on each other. You cannot move them around and get a successful result. The other example is really one topic sentence/problem with three different recommendations. This is the example you will use now.

Directions: Choose one of the recommendations and write out its steps. Then write a detail for each step. Finally, write a concluding sentence. You have many examples on previous pages. Please write on your own paper.

Basic+ Recommendation Practice

Your recommendation is the third paragraph of your in-class essay (writing final). The first two paragraphs will follow this pattern:

Introduction:

1. Introduce the article's title, author, date, and paraphrased MI.
2. Paraphrased PSPs with detail and transitions.
2. Thesis statement/Your opinion: "I agree/disagree…and I have a story…"

Body:

1. Topic sentence: Restate your opinion, refer to the writer's last name, and the paraphrased point you agree/disagree with.
2. The details of your story:
   When, where were you. Why were you there? Who was with you?
   What happened one day? Then what happened…What is the end of the story?
3. Statement of relevance: The last sentence of the body paragraph that has three elements:
   your opinion (agree/disagree), summary of your story, the paraphrased PSP your story relates to

Now the third paragraph looks like this:

Conclusion (recommendation)

1. Topic sentence/problem.
2. Step 1 + detail.
3. Step 2 + detail.
4. Step 3 + detail
5. Concluding sentence

But there is an important element of the conclusion/recommendation: **It must be related to either your story or the PSP you agree/disagree with, but your recommendation cannot be the SAME as your story or PSP.**

Let's see how this works.

Below our imaginary student is taking their in-class essay exam. First, they read the article. Then they make an outline because they want to be organized and use the outline to help them paraphrase.

*You are not required to make an outline, but usually students make many simple mistakes because they do not take the time to make the outline and paraphrase it.

(The outline below does not include BG, T, or C because those are NOT required as part of the essay.)

Here is the outline. Notice the MI and PSPs:

Outline	Paraphrase
MI: Many methods can help you become a better student. PSP1: Notetaking SSP: Make an outline SSP: Add to outline after class when U read textbook assignment PSP2: Writ test ?s SSP: -where, why, how, which, when, who fr/ notes SSP: Rewrit notes fr/ memry to practice PSP3: Good health SSP: Get enough sleep -8 hours SSP: Eat healthy -avoid junk food EX: soda, chips	MI: Multiple processes can assist you develop into an improved learner. PSP1: Recording small bits of data SSP: Produce organized list SSP: Imprv orgnzd list aftr lessn when U look @ printed pages task PSP2: Jot down exam queries SSP: location, purpose, manner, specific item, date, person fr/ recorded data bits SSP: Jot down recorded data again w/o viewing 1st copy PSP3: Positive well-being SSP: Sufficient nightly rest -480 minutes SSP: Chew & swallow nutritious items -no items with no benefit for body EX: bubbly drinks, fried snacks

Below is an **abridged** version of the student's first two paragraphs. **Look at your coursebook to see how many lines your essay requires.** (You don't have to include the source in the first sentence on the in-class essay.)

Don't Drink Energy Drinks

Bob Smith's "Study Tips for You" (2022) explains there are multiple processes that can assist you to develop into an improve learner. First, Smith suggests that when your record small bits of data, you should utilize an organized list. Second, Smith believes you should jot down your own exam queries about your list and printed pages. For example, you can pen queries about the location or date of an event. Finally, the writer claims that a positive well-being is essential to become an improved learner. You must chew and swallow nutritious items, not items that have not benefit for your body. I agree with one of the writer's points, and I have a personal story to support my opinion.

I support Smith's claim you must put beneficial items in your mouth for your body. In 2017, I was a high school student in my hometown of Aztec, New Mexico. In fact, I was a senior. During the last month of school, my classmates and I had to take tests in every subject. If we did not pass the exams, we could not graduate. One night while I was up late studying, I decided to try an energy drink. First, ….Then….After a while…I finally decided that the side effects of an energy drink wasn't worth the extra boost in attention. As you can see, my story about the negative side effects of energy drinks while studying supports the writer's point that you must consumer beneficial items .

Now the student must write the conclusion/recommendation. However, the student cannot use any of the same ideas from the article or story. For example, the student cannot write about how to become a better student or how to make or use an outline, how to eat well or how to use questions to study. All of those ideas were covered in the article.

But the student MUST write about a related idea. The student could write about how to create a study group. The student could write about how to relax before an exam or exercising to keep a healthy body. All of these ideas are *related* to the article or the student's story. On the next page is the student's conclusion. In this conclusion The student recommends how to become a faster writer. Yes, taking notes is mentioned in the article, but the article doesn't mention how to do so quickly. In fact, the article focuses on organizing notes rather than the actual writing them down.

If anyone wants to learn how to write quickly so they can jot down small pieces of information fast, I have a suggestion. First, you should learn about different types of speed writing there are from good YouTube videos. Some speed writing methods use special symbols while others rely on fast fingers. Second, you must decide which method seems the best for you. If you are a slower writer, you may prefer the method that uses symbols. Finally, you can find step-by-step videos online along with practices for you to try. The more you practice, the faster you will write. If you follow these steps, then you will successfully learn to write quickly.

The above is a great conclusion/recommendation for the student's essay. Of course, there are many other recommendations the student could have written about. Even though all the classmates in the imaginary student's class received the same article about becoming better students, everyone's conclusion should be a little different.

Directions: With a partner or as a class, brainstorm *additional* recommendations the imaginary student could write about. Present them to the class.

Then, with your partner, write a recommendation paragraph using one of your ideas. Follow the pattern explained on previous pages. You may find it useful to write out the steps first and then add the details.

How to write your in-class essay

Step 1: Read the article given to you by your instructor.

You will have one hour and fifty minutes to handwrite an essay in response to an article given to you.

Step 2: Make an outline or map of the article.

Your outline should include the MI and PSPs. You may also include the SSPs and the conclusion if you need more lines, or if you want to connect your personal story to one of them.

Step 3: Paraphrase the information in your outline or map.

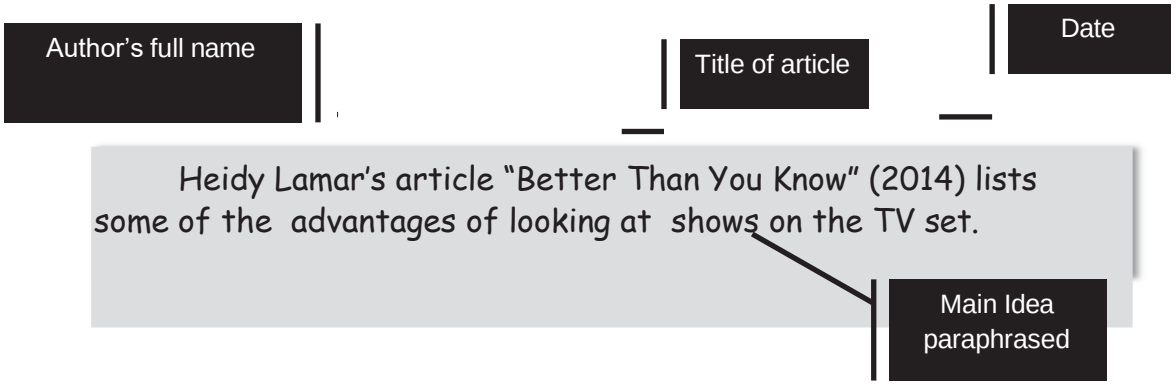
Remember not to use any key words used by the author. You will use these paraphrased ideas when you write your in-class essay. If you paraphrase them first, then you can focus on writing your essay later.

Outline	Paraphrase
MI PSP1: SSP: SSP: …and so on.	

Now you are ready for the introduction (1st paragraph)
Here you will write a story (narration) about the PSP or MI you chose. **This paragraph must be 5-10 written lines.**

Step 4: Write the first sentence.

Your first sentence must include these five elements: *author—title of article—date— paraphrased main idea.*


Author's full name
Title of article
Date
Heidy Lamar's article "Better Than You Know" (2014) lists some of the advantages of looking at shows on the TV set.
Main Idea paraphrased

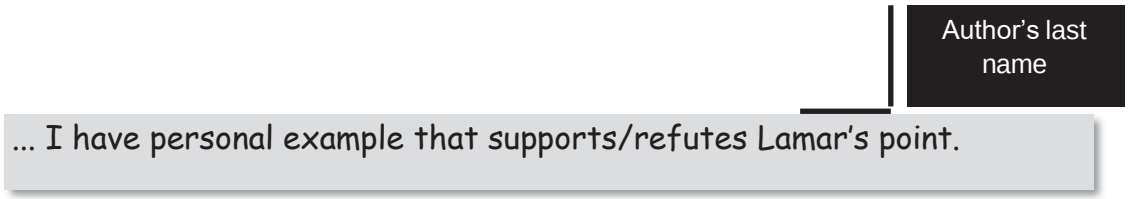
Step 5: Finish summarizing your article using transitions, signal phrases, and **good reporting verbs.**

See pg. 16: *Transitions*

First, Lamar explains that if you watch the telly, you won't remember your issues. The second advantage she lists is you can gain knowledge about different things from TV programs. Lastly, the writer explains how looking at the television can help you connect with others.

Step 6: Write your thesis statement.

Your thesis statement is the main idea (MI) of *your* essay. It tells the reader what you plan to say in your essay. Your *thesis statement* is the last sentence of your first paragraph.



Now you are ready for your body paragraph (2nd paragraph)
Here you will write a story (narration) about the PSP or MI you chose.
This paragraph must be a minimum of 10 written lines.

Step 7: Write your topic sentence.

Introduce your story by referring to the chosen PSP (or MI) and including the author's last name.

An experience I had last week supports Lamar's point that you can learn useful lessons from TV.

Step 8. Write your story.

Write a story that clearly relates to the chosen PSP. Try not to use general statements like "always," and "never." Make it an actual story with a beginning, middle and end, and include details: *who* was involved, *what* happened, *when* it happened, *how*, *why*, etc.

I like to watch TV in the evenings. My favorite show is "The Office." Last week's episode showed the boss Michael waiting all day to buy a special pretzel. He ignored his work. He stood in line for a pretzel...

Step 9: Write your statement of relevance.

You will remind the reader how your story relates to the chosen PSP. The SoR is the *last* sentence in the second paragraph.

In the end, I agree with Lamar's point that we can learn important lessons from a TV show because I learned how not to make other workers angry with me from "The Office."

Now you are ready for your conclusion paragraph

Your last paragraph will be a recommendation (rec). You will give advice to the reader. This recommendation cannot be the exact similar as something from the article. Your recommendation should be *related* to the PSP you chose. This paragraph is a **minimum of 5 lines.**

Step 10: Topic sentence

If anyone needs to learn how find useful lessons to use in real life, I have a suggestion.

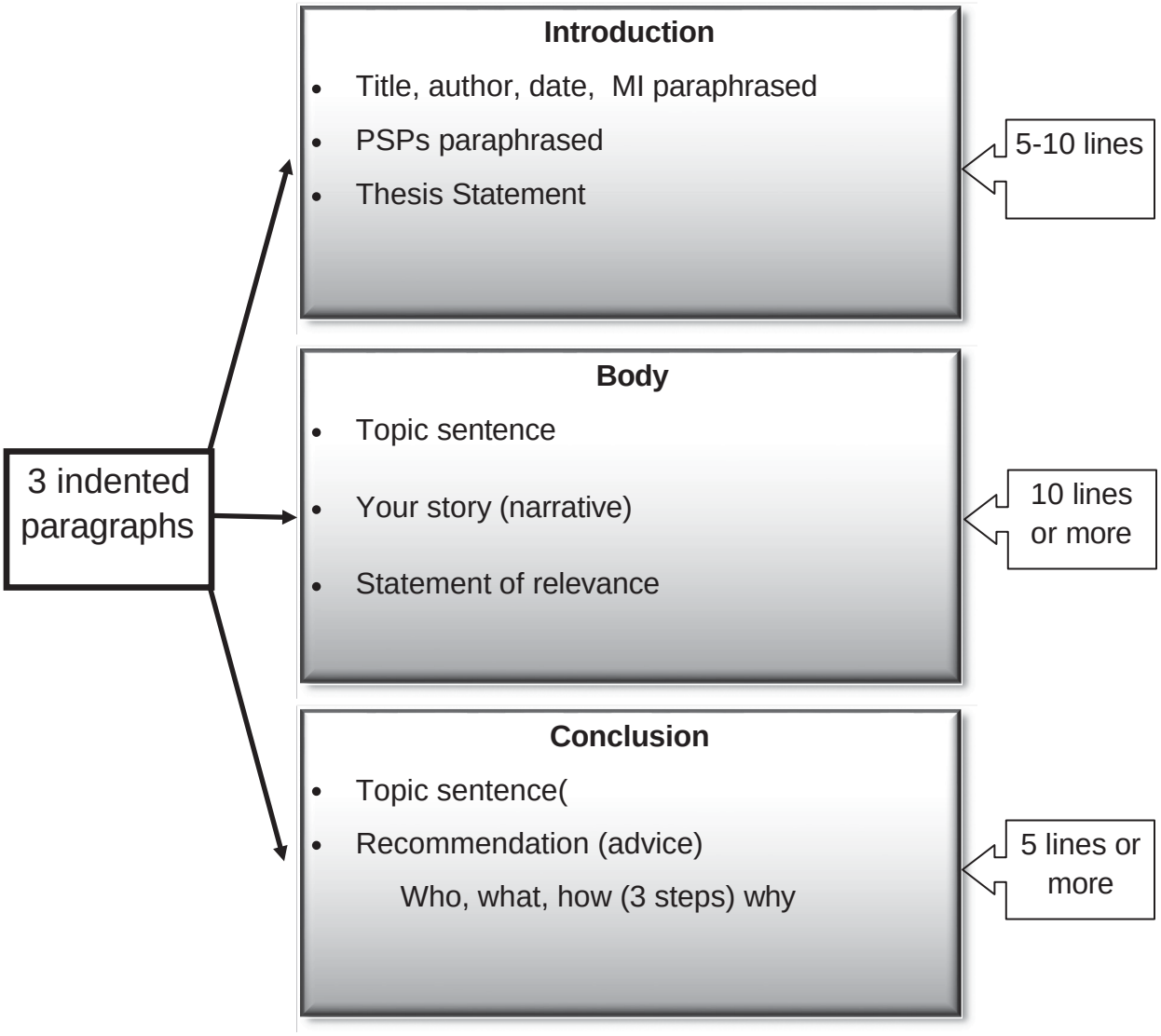
Step 11: Finish your conclusion.

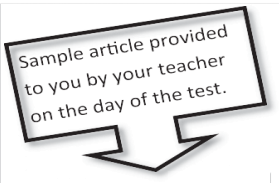
Explain to the reader *who* should take your advice, *what* they should do, *how* they should do it (in three steps) and *why* they should do it.

WHO	Who is your advice for? Anyone who needs to...
WHAT	What is your advice?
HOW	Give three (3) steps: *First, Second, Third…* Each step needs an additional detail (another sentence)
WHY	Explain why someone should do this. "If you follow..."

First, think of a person whom you admire. This person can handle stressful experiences well. Then you should decide how this person acts during tough times. Finally, you should make a step-by-step plan to act like this person the next time you are in a difficult situation. If you follow my advice, you will have an easier time fixing an issue.

Review


3 indented paragraphs
Introduction
Title, author, date, MI paraphrased
PSPs paraphrased
Thesis Statement
5-10 lines
Body
Topic sentence
Your story (narrative)
Statement of relevance
10 lines or more
Conclusion
Topic sentence(
Recommendation (advice)
Who, what, how (3 steps) why
5 lines or more



Better Than You Know

by Heidy Lamar [July 2014]

Everyone likes to tell you that television is bad. They say that it is a waste of time, or that it causes bad behavior. Sometimes it does these things. But actually, television is not all bad. In fact, there are several benefits of watching television.

A benefit we get from television is escape. Daily life is full of stresses. It lets you get lost in a fantasy world. In this fantasy world, you can forget all your troubles. Maybe you have had a bad day. Or maybe you have received some bad news. Television can help you take your mind off the trouble. You can watch your favorite comedy or drama show and get lost in the story. For example, maybe you have had a fight with a friend. If you watch TV for a couple of hours, your mind can relax and forget about the fight for a while.

Another benefit we get from television is education. You can learn a lot of information from television. But you can also learn to solve problems. Whether you watch a comedy or drama show, you see situations that remind you of real life. **By watching how characters on a television show act, you can decide if what they do is right or wrong and then choose the best way to respond if you are in a similar situation.** For example, if you watch a show where someone's feelings get hurt because of a secret that someone has told, you can use the experience of those characters if the same situation happens to you.

A third benefit we get from television is expanded relationships. One of the main things people talk about at work or school is what they saw on TV last night. When you have watched the same program as your coworkers or classmates, you can join the conversation the next day and expand your social network. For example, if you are a new employee or a new student, you may feel shy around your coworkers or classmates. So if you have watched the same show as others around you, you can start a conversation about the show. From this conversation, you may have made some new friends.

Of course, too much television can be bad. And television cannot replace real life. But the next time someone starts to tell you about all that is wrong with watching television, remind them of the benefits. Television isn't all bad.

Example Student Essay

Heidy Lamar's article "Better than You Know" (2014) lists some of the advantages of looking at shows on the moving image box. First, Lamar explains that if you watch the digital screen, you won't remember your issues. If you got some terrible information, you can view the tube to think about something else for a while. The second advantage she lists is you can gain knowledge about different things from digital screen broadcasts. You can watch a person on a moving image box do something and choose if the action is good or bad. Lastly, the writer explains how looking at the digital screen can help you connect with others. You and your friends can talk about the same program. I have personal example that supports Lamar's point.

An experience I had supports Lamar's point that you can learn real lessons from TV. I like to watch TV in the evenings. My favorite show is "The Office." Last week's episode showed the boss Michael waiting all day to buy a special pretzel. He ignored his work. He stood in line for a pretzel most of the day. So at the end of the day, his work wasn't finished. The other workers had to stay late to help him finish his tasks. They were angry. I learned that when a person doesn't do her job, other workers will be angry if they have to help you. In the end, I agree with Lamar's point that we can learn important lessons from a visually broadcasted show because I learned how not to make other workers angry with me from "The Office."

If anyone needs to learn how to solve problems in real life, I have suggestion. First, think of a person whom you admire. This person can handle stressful experiences well. Then you should decide how this person acts during tough times. Finally, you should make a step-by-step plan to act like this person the next time you are in a difficult situation. If you follow my advice, you will have an easier time fixing an issue.

Student No. _____ **Class/Sec.** _ _ _ _ _ _ **Date** _____ **Grader** **1 2 3 4**

0004 In-class Essay Evaluation Sheet

Format

_____ 3 Indented paragraphs (not indented = -5 points)

Introduction (5-10 line maximum)

_____ Article Title _____ Author
_____ Article Main Idea in the student's own words
_____ Article Primary Supporting Point and detail are in the student's own words
_____ Writer's Thesis:
_____ agree/disagree _____ comprehensible

Body (10-line minimum)

_____ Topic sentence (1st or 2nd sentence)
_____ Narrative Evidence from personal experience/observation to
_____ support opinion
_____ relevant
_____ specific
_____ developed
_____ comprehensible
_____ Statement of relevance to the article

Conclusion (5-line minimum)

_____ Topic sentence that states problem
_____ Step 1 with detail
_____ Step 2 with detail
_____ Step 3 with detail
_____ Concluding sentence that states result
_____ Recommendation is related to story or PSP but does not copy an idea from the story or PSP.

Grammar and Punctuation			
Verbs/Verb Tenses	1	2	3
Sub/Verb Agreement	1	2	3
Spelling	1	2	3
Punctuation (includes possessives)	1	2	3
Capitals	1	2	3
Syntax (word order)	1	2	3
In-text acknowledgments	1	2	3

Grammar and Punctuation

-0 points for 1-2 errors
-2 points for 3-4 errors
- 4 points for 5-6 errors
- 6 points for 7-8 errors
-10 points for 9+ errors

Content Errors

-10 points for missing any element from first line.
-20 points for not meeting minimum line requirement or exceeding it.
-10 points for missing detail, going off topic, an idea isn't clearly connected.
* Student may miss multiple -10 for missing big lack of detail.
-40 points for missing paragraph OR combining paragraphs.

Grader's comments:

Portfolio

At the end of the term, the student will submit a collection of two pieces of writing to be graded by the instructor for the portfolio grade. They will be the

- all revisions and final copy of midterm essay and its evaluation sheet
- in-class essay (no instructor feedback or revision beyond the exam's one hour and fifty-minute period)

Any portfolio with fewer than two finished pieces will not be evaluated.

The portfolio is worth 20% of a student's overall grade. Per the course objectives, portfolios are given a letter grade that corresponds with its score out of 100 points. Please note this course is Pass/Fail,. A student's overall grade must be 70% or higher. The portfolio's letter grade is superfluous.

The portfolio is documented progress of a student's writing progress during the term. It may seem unusual for the in-class essay to be graded twice. By itself, the in-class essay is worth 10% of a student's overall grade. It's also worth ½ of the portfolio's 20%. However, this is a great incentive for a student to practice all of the necessary skills to pass the in-class exam.

0004 Portfolio Evaluation

Having used the below course outcomes as the criteria for assessment, the portfolio should be evaluated as follows:

PASS			NOT PASS	
A	**B**	**C**	**D**	**F**
100-70%			**69-0%**	

Program Student Learning Outcomes
The student will be able to write, revise, and edit essays in accordance with specific assignment and level requirements according to standard American English in which he/she:

1. Summarize and paraphrase written multi-paragraph articles accurately using note-taking strategies to identify the authors' main ideas and key supporting points.
2. Add evidence from personal experience and/or observation to support an opinion about the paraphrased point contained within the multi-paragraph texts.
3. Recommend a course of action related to the ideas contained in written texts.
4. Cite and document information and sources according to APA and/or accepted academic conventions.
5. Produce academic essays of 3 paragraphs, which conform to standard American English usage and in which specified areas of grammar are accurate.

Having assessed this portfolio as passing, I have further assessed the student's revision efforts as follows:

	Strongly Disagree	**Agree**	**Strongly Agree**
Revisions demonstrate genuine effort on the student's part to begin in the process of writing and to meet writing objectives.		**0**	**+**

The voice in all drafts is consistent. **YES** **NO**

Personal Reaction Essay--Final draft (after mid-term) **A B C D F**	**In-class Essay** **A B C D F**
Content Intro ____source info ____summary ____thesis ____comprehensible Conclusion/Reaction/Ext ____topic sent *Narration/Evidence* ____relevant ____specific ____developed ____comprehensible ____ st of rel References ____APA	**Content** Intro ____source info ____summary ____thesis ____comprehensible Body Paragraph ____topic sent *Evidence* ____relevant ____specific ____developed ____comprehensible *Statement of Relevance* Conclusion ____topic sent *Evidence* *Narration* *Recommendation* ____relevant ____specific ____developed ____comprehensible
Grammar, punctuation, and formatting _____ Formatting _____ Verbs/VT _____ S-V Agr _____ Spelling _____ Cap _____ Punctuation _____ RO/CS _____ Frag _____ Quotations _____ Citations _____ Acknowledgments	**Grammar, punctuation, and formatting.** _____ Formatting _____ Verbs/VT _____ S-V Agr _____ Spelling _____ Cap _____ Punctuation _____ RO/CS _____ Frag _____ Quotations _____ Citations _____ Acknowledgments

Midterm essay grade: _____
(see its evaluation sheet)
In-class essay grade: _____
(see its evaluation sheet)

PORTFOLIO GRADE: ____/2 = _____%

Grammar, punctuation, formatting for BOTH essays:
0-2 errors (-0 points)
3-4 errors (-2 points)
5-6- errors (-4 points)
7-8 errors (-6 points)
+ 9 errors (-10 points)

Portfolio Grade **100-90%** (A) **89-80%** (B) 79-**70%** (C) **69-60%** (D) **59-0%** (F)

Extemporaneous Presentation

What you do: You will prepare and give a 4–5-minute presentation in which you identify and explain the main idea of a short (1-paragraph) piece of persuasive writing and then say whether you agree or disagree with the writer's opinion. You will give evidence from a personal experience/observation to support your view. **You will have 15 minutes to prepare your response to the paragraph.**

How you do it:

Introduction

- **Explain your task** (you will paraphrase a persuasive paragraph, say whether you agree or disagree with it. Then give evidence from your own experience to support your opinion, restate overall opinion of writer's point)
- Summarize the paragraph (paraphrase MI and PSPs)
- Say whether you agree or disagree with the opinion

(1 minute or less)

Body

- Give evidence from your own experience to support your opinion Tell/narrate your story using past tense verbs
- Give **Statement of Relevance** (Explain how the story you told is relevant to the author's point)

(1 - 2 minutes)

Conclusion

- Restate your opinion about the author's point

(1 minute or less)

SCRIPT

Introduction

Hello everyone. In this presentation, I will first paraphrase a short persuasive paragraph, explaining both the writer's main opinion and his reasons. Then I will say whether I agree with this opinion or not and give evidence from my own experience to defend my opinion. Then I will restate my overall opinion of the writer's point.

The main point of this paragraph is that (MI paraphrased). The writer's reasons for thinking that include (PSPs paraphrased). I agree/disagree with the writer's idea.

Body

My reason for agreeing/disagreeing with the writer comes from my own personal experience.

…….(tell your story)…….

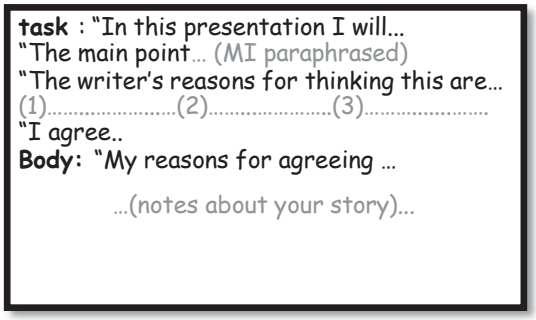
...My story relates to the author's opinion that (MI or PSP paraphrased) because my story shows...

Conclusion

Overall, I agree/disagree with the writer that (MI or PSP paraphrased) and my story supports/refutes that opinion.

You will receive an "F" (50%) if you read word-for-word a written script.

- You are encouraged to use a notecard with **key words only**. The following illustration is only a suggestion. You may use **one** side of one notecard. Your instructor may wish to see your notecard before you speak.


task : "In this presentation I will...
"The main point... (MI paraphrased)
"The writer's reasons for thinking this are...
(1).....(2).....(3).....
"I agree..
Body: "My reasons for agreeing ...
...(notes about your story)...

- If you write a word-for-word "script," your instructor has the right **not to allow you to use your notecard** for your presentation.

- **You will have 15 minutes to prepare your presentation** (15 minutes from the time you receive your prompt to the time you present).

About your own "experience":

- The evidence you give to support your opinion could be a personal story about yourself. Or your story could come from a movie, TV show, book, or observation.
- Remember to give specific details about:

  who did or said something

  what he/she did

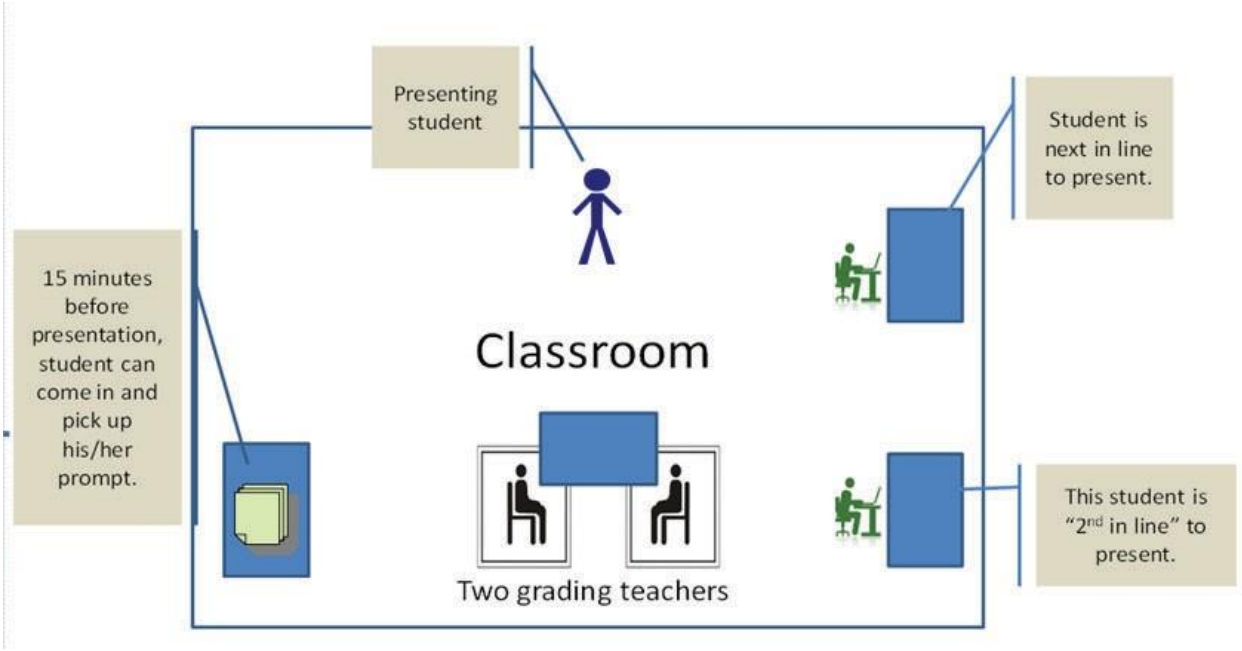
  when he/she

  did it how ...

  why ...
- If you tell a story, it should be in **chronological order** using **past tense verbs**.
- Your story should focus on *one specific event*.

Extemporaneous Presentation Information

At your scheduled time, you must come in quietly, select a prompt and sit down at one of the empty desks. You cannot bring anything with you. You will then have 15 minutes to plan your presentation.


Presenting student
Student is next in line to present.
15 minutes before presentation, student can come in and pick up his/her prompt.
Classroom
This student is "2nd in line" to present.
Two grading teachers

Student	Start preparing	Present
(student name)	9:00	9:15
(student name)	9:10	9:25
(student name)	9:20	9:35
	9:30	9:45
	9:40	9:55
	9:50	10:05
	10:00	10:15
	10:10	10:25
	10:20	10:35
	10:30	10:45

Following are practice paragraphs that students may use as preparation for the actual Extemporaneous Presentation itself. **These paragraphs will not be used for actual presentations.**

Tip: Give yourself 15 minutes to prepare each prompt. Then time yourself giving the presentation. You can also prepare by memorizing the pattern and required phrases (see page 104).

1. A study group can greatly improve your learning experience. One reason is that you can work together with others to practice skills from class. The other students can help you review both new and old information. In addition, a student who under- stands the information can teach students who need help.

2. Music is powerful. First of all, it can create feelings, both positive and negative. Mu- sic is also a way for people to express themselves and share ideas, whether through words or sounds. In addition, music has the power to bring people together.

3. The smartphone has changed our relationships with other people. When you go to a restaurant, you see people on their phone during the meal. Look around a class- room and you will see students checking their phones under their desks. At a party, young people text old friends instead of making new ones by speaking to the people in the same room.

4. History is an interesting subject. Students need to study history so they can under- stand how their government works. History also lets us compare today's world to one from the past. We can be grateful for the improvements. We can learn from past mistakes.

5. Money can make your life less stressful, but money cannot buy happiness. Happy people have friends and family to support and love them. You cannot buy a person's love. Some of the richest people in the world are the loneliest.

6. Technology brings people closer together. The internet allows you to make new friends and communicate with friends who have moved away. With technology, grandparents can see their grandchildren more often through video chat. Finally, with news reports, you can know what is happening all around the world.

7. The media has a negative effect on young children. It teaches poor children that a perfect life means living in a big house, which makes them feel they are lower in society. In addition, little girls learn to dress like much older girls. Furthermore, young boys can learn how to say bad words and get into fights.

8. Pets can benefit our physical and emotional health. First, people with pets have a reason to get more exercise since many pets require exercise. Next, pets love us and are always happy to see us, so they can make us smile after a hard day. Finally, pets give us a chance to meet new people, because they give us a topic to start a conversation.

9. Winter is the best season. In winter, you can sit by a fire and drink hot chocolate. It is the only time of year when people can go to the mountains to ski or snowboard with friends. Ice skating and playing in the snow are more fun winter activities. Also, we have less outdoor responsibilities; for example, we do not have to cut grass or water plants.

10. Each culture decides how people should act. For instance, in Japan it is normal to be more secretive when sharing your opinions, but in the United States, people usually try to be as honest as possible. Another example is that American people sometimes think Germans are not friendly enough. Americans often greet strangers as long-time friends. Germans prefer to be more formal.

11. Country life is better than city life. To begin with, the country is peaceful and quiet. There is more outdoor space and it is much easier to enjoy nature. Of course, living in the country is much cheaper than the cost of living in a city. People are also more kind and friendly outside of big cities.

Student No._____ Class/Sec _____ Date _____ Listener 1 2 3

0004 Extemporaneous Presentation Evaluation Sheet

_____ **/100**

	N/A	Not Accept.	Weak	Accept.	Good	9ery Good	Excellent
Introduction	**0**	**10**	**12**	**14**	**16**	**18**	**20**
Explanation of task/purpose							
Explanation of writer's claim, including supporting points, in student's own words)							
Thesis: Agr/Dis							
Body	**0**	**20**	**24**	**28**	**32**	**36**	**40**
Narrative/Evidence for opinion							
specific developed							
organized relevant							
statement of relevance							
Conclusion	**0**	**10**	**12**	**14**	**16**	**18**	**20**
Restatement of MI/PSP							
Restatement of opinion							

Total _____ **/80 points**

_____ **Grammar (10 pts)**

Error Free -0 1-2 errors
-2 3-4 errors
-4 5-6 errors
-6 7-8 errors
-8 9-10 errors
-10 11+ errors

_____ **Time (10 pts)**

-0 pts (4-5 min)
-2 pts (± 15 seconds)
-4 pts (± 30 seconds)
-6 pts (± 45 seconds)
-10 pts (± 60 seconds)

Total _____ **/100**

Error Tally	**Grammar Comments**
_____ Verb/Verb tenses	
_____ Subj./Verb Agreement	
_____ Plurals/Possessives	
_____ Usage	
_____ **Subtotal**	
_____ Self- Correction	
_____ **Total Errors**	
_____	

____ no eye contact ____ speaking rate ____ acted nervous